CAPSTONE ESL Portfolio

Wanqing L Apa

Peabody College, Vanderbilt University

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Abstract

This ESL Portfolio demonstrates my competence in teacher knowledge of how to best serve English Language Learners (ELLs) in the United States in a public school system. I reflect upon the knowledge and practices that an effective ELL teacher needs to possess and carry out in order to optimize an equal opportunity for ELLs in the public school system.

The portfolio is consisted of three parts: 1) philosophy of teaching 2) showcase of artifacts and 3) reflection on future practices. In **the first part**, I synthesize across Vygotsky's social historical theory, Gee's situated learning and Discourse, as well as Phelan et al.'s boundary crossing theory to develop my own coherent philosophy of teaching to ELLs in public schools in the Unites States. In **the second part**, I reflect on the artifacts that I have created during my studies at Peabody College, and align them with the TESOL/NCATE Standards to show my competence in the domains of language, culture, planning, assessing, and professionalism. Each domain is illustrated with 1-3 artifacts, with the analysis focusing on four main aspects of teaching: learners and learning, the learning environment, curriculum, and assessment. In **the third part**, I reflect on my own learning at Peabody College as a pre-service ELL teacher, and critically think about the adaptations I would make in my own classroom based on the current issues as well as my own philosophy of teaching.

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Statement of Teaching Philosophy

"The case is of child"

(Dewey, 1902)

It all started out from Dewey. During my first semester of being a graduate student in

pre-service teacher training, I read John Dewey (1902, 1972) and his theory of student-centered

teaching and learning that focuses on developing students' skills based on experiences, thus

calling learning as "the case of the child" (1902, p. 209). Moreover, teaching a subject matter

does not mean to teach the concepts and knowledge isolated from anything else, but instead

should guide students to "experience" it through exploratory activities (Dewey, 1972). Such idea

of teaching intrigued me as a new pre-service teacher in the field, and I determined to put

students' interests and exploratory experience during learning as my priority when involved in

teaching-related activities. Over the years, other theorists and practitioners came into my

repertoire of teacher knowledge, through which I have found numerous ways to fulfill my

determination of centering my instruction on students. Specifically, Vygotsky's social historical

theory of cognitive development, Gee's socially situated identities, and Phelan, Davidson and

Cao's theory of boundary-crossing by culturally and linguistically diverse (CLD) students have

shown me clear pathways as how to put my students at the center of their learning.

As a whole, Lev Vygotsky's social historical theory of cognitive development serves as

an overarching framework of my teaching philosophy, which branches down to James Paul

Gee's socially situated identities and "Discourse with a big D". Ultimately, I find my teaching

philosophy, on a classroom level, lands on facilitating CLD students cross the boundaries

between their different sociocultural arenas (Phelan, Davidson, and Cao, 1991). As a teacher, I

focus on individual student's individuality, progress, and growth as a purpose and outcome of education; I see myself as a facilitator for students' continuous growth in the development of their "higher-level thinking – the levels of purely abstract or theoretical reasoning" (Vygotsky, 1934; 1935, as cited in Crain, 2010, p. 223). Specifically, as an English language teacher to CLD students in the US, I focus on students' continuous development in both language and cognitive skills necessary for their success in their pursuit of their own interest in real life through addressing their sociocultural needs.

Social Historical Theory and Situated Identities

Before Vygotsky, theorists such as Gesell, Werner, and Piaget argued for the natural intrinsic force within a child for the child's development (Crain, 2010, p. 218). Piaget argued that development is a process of the internalization of a certain skill within a child that matures as the child grows and solves the problems by him/herself (Crain, 2010, p. 236). Vygotsky (1931a), however, argued that understanding of the human kind can only situate "in the context of the social-historical environment", thus recognizing "two lines of development" – the "natural line" also supported by Piaget and other theorists, as well as the "social-historical" line from a child's social and cultural settings (cited in Crain, 2010, p. 218). Further, Vygotsky called the various psychology tools that human created to "aid their thinking and behavior" *signs* (Crain, 2010, p. 222. The signs carry immense cultural values, and thus we need to study them in order to understand human thinking. At the same time, Vygotsky (1931) argued, when humans use signs, they are also "mediated" by the practice and behaviors carried out in the sign, thus proving that "cultural sign systems have a major impact on cognitive development" (Vygotsky, cited in Crain, 2010, p. 222-223).

Several decades later, James Paul Gee (2003) argued that people tend to situate themselves within certain "Discourses with big D": "A Discourse integrates ways of talking, listening, writing, reading, acting, interacting, believing, valuing, and feeling" (p. 35). With the Discourse, humans are both influencing and being influenced in the environment (Latour, 1987, cited in Gee, 2003, p. 31). Therefore, within different Discourse, the different ways of interaction and literacy practices shape human beings into individuals with characters specific to that Discourse, thus coordinating humans "in the service of enacting meaningful socially situated identities and activities" (p. 35).

From Vygotsky and Gee, I understand as a teacher that my students come to school with different socially situated identities developed by their different Discourses in which they situated themselves before entering school, and that these Discourses should serve a foundation on which I base my instructions. Combined with Dewey's student- centeredness, I believe that as a teacher to CLD students, I need to bear in mind those situated identities during my planning, instructing, and assessment sessions. Meanwhile, I will draw on their cultural backgrounds to motivate and situate their learning, and teach them how to apply the knowledge they have gained through exploratory learning later in their lives for future assistance and success.

Different World Theories and Boundary-Crossing

Phelan, Davidson, and Cao (1991 identified different social arenas through which students need to navigate, which include "families, peer groups, classrooms, and schools" (p. 224). These "arenas" are also called "worlds", and whether or not a student is capable to move around these different worlds influences their academic, interpersonal, and career success (p. 224). The ability to move around the different worlds is called boundary-crossing. In the research,

among the four types of boundary crossing, three types of boundary crossing involve students'
struggle and efforts, thus making students' thinking, learning, and understanding in the academic
world difficult.

Not surprisingly, the case studies of the three struggling boundary crossings all feature
minority students as well as their difficulties in their own identities. For culturally and
linguistically minority students, because their family and friend arena might differ greatly from
the classroom and school one, it is likely for them to experience difficulties navigating smoothly
among them: "when a student from a culture or social group different from the white mainstream
group enters school in the United States, schooling becomes a discontinuous process for a
number of reasons, including language, values, and practice differences" (Delgado-Gaitan, 1991,
p. 20).

Different worlds' and boundary-crossing theory strongly calls for classroom teachers of
CLD students to understand students' different worlds, being able to bridge the gap between
students' different arenas, thus helping students move through the boundaries smoothly and
successfully. To my understanding, the boundary-crossing theory puts Vygotsky and Dewey into
the specific realm of CLD students' learning and interacting with the mainstream world. As a
teacher, I aspire to respect and address the different repertoires that my students bring into the
classroom as their own "worlds", use their different worlds as resources to plan my lessons, and
base my instruction on my students' own ways of literacy practices to guide them through the
acculturation into a different world, helping them to bridge the gap between their home culture
and their school culture.

Students and their Communities

Our students are bi/multilinguals. According to De Jong, a pluralist view of bi/multilingualism is to "consider an individual's linguistic repertoire as an integrated, interconnected whole" (De Jong, 2011, p. 49). Moreover, "people in multilingual settings will 'develop their languages according to the differential needs for the two languages and/or the different social functions of these languages" (Grosjean, 1989, p. 4, cited in De Jong, 2011, p. 49). Seeing from this perspective, our students are bi/multilingual students that use different linguistic repertoires according to different settings. Therefore, their heritage language, together with their developing English proficiency, is a resource that they could use when confronted with different situations. In fact, our students move between the linguistic repertoires without knowing it: according to Martínez (2008), students shift their audiences and voices when translating from their heritage language to English, making the language features appropriate for both sets of audiences. Moreover, Minority students also bring with them to the classroom their beliefs, practices and values in their own community (Phelan et al., 1991, p. 225). Such knowledges and contexts of the community serve as part of the minority students' "funds of knowledge", referring to the "historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll et al., 1992, 133).

As a teacher, I need to firstly get to know the different backgrounds our students bring into the classroom, and secondly build upon the repertoire and community funds of knowledge that the students bring into the classroom, use them as a resource to enhance the minority students' L2 proficiency, as well as broaden the mainstream students' horizon through introducing a different "world" to them. My bringing in and introducing a minority students'

community repertoire, on one hand, shows the care and respect the teacher has for the students'

heritage culture, and on the other, cultivates the mainstream students understanding and tolerance

of another culture.

Instructional Practices

Social historical theory and situated identities proposed by Vygotsky and Gee, together

with the boundary-crossing theory not only guides my overall teacher belief, but also guide my

daily teaching activity throughout the procedures of carrying out instruction. Specifically, I

would summarize the teaching activity into three aspects: data-driven instructions, meaningful

explorations, and useful reflections.

Data-driven Instructions

The "data" implied in this context is the data gained from assessments. However, such

assessments are not what most teachers see as the "devil" in the education system: that it lacked

meaning, use, and a mere pressure on both teachers and students. Instead, the assessments

implied in the data-driven instruction need to be what Wiggins (1998) call "educative

assessment": "Testing that is deliberately designed to teach and improve, not just measure" (p.

21). "To teach" is to inform the teachers and students alike of the effective and ineffective parts

of their instruction and learning; "to improve", then, means that teachers and students take what

they have learned from the assessments in order to adjust their instruction as well as learning to

increase the effectiveness of the program.

Usually, standardized assessments fail to fulfill the job of inform and improve or even are

detrimental to learning and instruction, because they are decontextualized of students' various

backgrounds, untimely, and do not provide effective feedback to teachers as well as students

(Herrera, 2007; Wiggins, 1998; Stiggins, 2005). Therefore, data-driven instructions need to be based on assessments that are educative, formative, and designed for learning (Wiggins, 1998; Herrera, 2007; Stiggins, 2005). Formative assessments are assessments constantly carried out by classroom teachers by various means. Because they are designed carried out by classroom teachers, effective formative assessments are situated in the classroom setting and would be able to provide teachers and students the necessary data for improving the instruction and learning. Pre-instructional assessments especially would inform teachers about students' background information as well as ongoing data for teachers to better adjust their instructions to suit students' situated identities and progress.

As a teacher to CLD students, I see the pre-instructional assessments (Herrera, 2007) as one of the most essential steps before planning. What are students' cultural and linguistic backgrounds? What are the histories of their previous schooling? Are they literate in their first language? What literacy practices are carried out at their homes? What do they like to read? What kind of writing do they like to do in- and outside of school? What other activities do they like to do that could become potential teaching topics (for example, video gaming)? I ask these questions constantly when I encounter new students during my pre-service teacher training, and I have found out that once I have found out the answers to these questions, lesson planning as well as motivating students became much easier than before the information was available to me. To access the answers to the questions, I will use or design surveys according to my students' specific conditions based on the existing home language survey, reading attitude survey, students' schooling records etc. (Herrera, 2007; McKenna and Stahl, 2008). For lower English proficiency CLD students, I will have them draw or mark with smiley face to different pre-instructional surveys to get to know my students' various repertoires that they bring to the classroom.

Although standardized tests cannot by itself provide classroom teachers with formative information for instruction, they do have the value of comparing the students with a larger population, thus functioning as a screening or benchmark record. Therefore, before new instruction begins, I will consult to individual student's standardized testing scores to see where they roughly are. However, I will also keep in mind that most standardized tests are decontextualized and could be potentially culturally biased for CLD students; and that is why I will follow the standardized testing records with specific diagnostic assessments for pinpointing students' specific needs in learning. If necessary, I will also be carrying out bilingual diagnostic assessments with translators to make sure that students' lack of English proficiency does not disadvantage him/her in the actual level for literacy. In addition, anecdotal notes on students' performance during class both cognitively and linguistically would also provide me with insights of potential mini-lessons or teaching points. With all these data I gathered from informal and formative assessments, I will be planning and carrying out my instruction according to students' needs, meeting what Dewey (1902) urged that "the case is of the child".

Meaningful Explorations

Dewey (1972) proposed that there should not be a separation between subject matter and experience, thus promoting experiential learning where students figure out the learning process through collaboration and exploration. Following Dewey, other exploratory learning experiences later such as situated knowledge and learning (Brown, Collins and Duguid, 1989; Lave and Wenger, 1991), the balance between acquisition and participation (Sfard, 1998), and social learning (Lampert, 2001) have attracted practitioners' attention as well.

One particular practice of exploratory social learning stood out to me as tapping into CLD students' sociocultural background and value CLD students' cultural heritage as an asset: the transnational literacy practice (Jiménez, Smith and Teague, 2009). In the transnational literacy practices, the teacher and students would go into students' communities, collect artefacts from the community, and use the artefacts to conduct different literacy activities such as sorting the artefacts into different domains, translation of the original texts, interviewing the artefact makers etc.

Although transnational literacy practices could be implemented in any stage of instruction, I would like to have my CLD students explore their own communities and report to their peers from other communities in the beginning of the school year. Firstly, I would have my students translate the artefacts from their own language to English, thus fostering metacognitive thinking about the linguistic features of their first language (L1) and second language (L2). Secondly, they would also collaboratively make a collage of the artefacts together with their translation and introduce their community to the entire class. By doing so, I will show that as a teacher, I respect and try to understand each one of their community practices; at the same time, collecting artefacts and conducting literacy practices based on the artefacts would tap into students' prior and background knowledge, motivating students in their exploration and thus bridging the gap between the school culture and their home culture. Meanwhile, through presentations, the whole class would form a culture of respect and understanding towards other cultures, paving a pathway for a safe environment where students would feel safe to air their opinions in their later learning experiences. Such safe environment is essential for adopting my second meaningful exploration of literacy: critical literacy.

Critical literacy is an approach of literacy teaching, which encourages "students to think critically about…pay attention to what a particular text is doing to them, how it is positioning them, and whose interests are being served by how the text is written" (Leland & Harste, 2000, p.3). Such approach breaks the traditional notion of solely comprehending meaning from a piece of literacy, but instead re-thinks the ideologies and power relations behind a literary piece (Leland& Harste, 2000, p. 3). According to Lewison et al. (2002), critical literacy encompasses 4 dimensions: 1) disrupting the common place, 2) interrogating multiple viewpoints, 3) focusing on sociopolitical issues and 4) taking action and promoting social justice (p. 382).

From the four dimensions of critical literacy mentioned above, one could recognize that critical literacy is beneficial for students', especially CLD students' critical thinking about general literature. Moreover, it also encourages students to challenge the text and take multiple perspectives on the given text, and thus giving CLD students a chance to interpret the text from their own sociocultural perspective, which may be considered inappropriate for other approaches of literature. Finally, focusing on sociopolitical issues and taking actions for social justice give students a chance to look into the sociopolitical issues often related to their own lives because of their different cultural backgrounds while at the same time providing some possible action plans to deal with the social injustice they have been facing in their lives.

As a teacher of CLD students, not only would I select culturally relevant literature for my students' independent as well as instructional reading, I would also take critical literacy as an overarching framework to look at the different literature, especially when it includes canonical works. Having students talk about literature from a critical point of view would motivate them to comprehend the text on a deeper level, take on a critical mindset about what they have read, critique the literature from their own cultural perspectives so the school culture is bridged to the

home culture, and ultimately cultivate the students into better citizens through coming up with

solutions for promoting social justice, which serves as the "very core" of transactional reading

theory (Mills and Stephens, 2004, p. 49).

Useful Reflections

Having students reflect on their learning is one of the essential steps in their learning

because it provides an opportunity for students to think back on the cognitive strategies as well

as other strategies they have used during reading (Jiménez & Gámez, 1996, p. 89). There are

multiple ways to have students reflect on what they have done or read; here I am going to focus

on two strategies for my students throughout the school year: write about what they read

(Graham & Hebert, 2010), and use of peer- and teacher feedback (Wiggins, 1995).

The first practice, writing about what they read, would be mostly beneficial to students'

reading activities (Graham & Hebert, 2010, p. 5). I would have my students write a summary or

reaction to what they have read during class at the end of each period, and they would also take

back home a double-entry journal to record what in their independent book reading impressed

them the most on one side, and the connections they make to the text on the other. For reading

strategy lessons, I would also have my students write about what strategies they used during the

reading, why they chose to use it, and self-evaluate the effectiveness of the strategy. After some

time, these reflections, also called metacognitive skills on reading, would build a rich toolkit for

my students to draw on when they encounter a new text.

The second practice, peer-and teacher feedback, would be used in relation to other

projects such as essays, portfolios, presentations etc. Moreover, Wiggins (1995) cautioned that

teachers should not only use feedback to direct their own teaching, but also make it explicit to

students that they need to learn to use feedback to direct their own learning to succeed: "success is determined not merely by what habits of discrete knowledge and skills we bring, but also by our ability to seek, obtain, and employ feedback intelligently, using those habits as a repertoire from which to draw aptly" (pp. 36-37). Therefore, as a teacher, I would teach my students how to use peer- and teacher feedback through modeling how feedback works not only after but also *during* the learning process, and how it could influence the outcome. At the same time, I will also make it explicit that peer- and teacher feedback in projects as well as formative assessments is not aimed to judge students, but to function as a tool to help students become better learners. Through this approach, students would learn to reflect and use reflection as a learning tool, instead of seeing it as something that is judgmental and stressful.

Conclusion

As a traditional country of immigration and multiple cultures, the United States has attracted, and is still attracting millions of immigrants each year. Each immigrant has his/her own version of the American dream. Be it a better job opportunity or a better education for their children, the dreams are always based upon an open and free cultural environment, an advanced education system, and the equal human rights movements. As a future teacher of CLD students, I have the important task of helping the immigrants and their children fulfill their own American dreams. By positioning their ethnic and linguistic identities as well as thinking stemmed from the identities as the central resources from which they could draw, I could motivate CLD students who might have difficulties cross their cultural boarders to think actively, learn effectively, and eventually become a successful learner who could navigate smoothly through different worlds.

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TESOL/NCATE Standards in P-12 ESL Teachers

The TESOL/NCATE Standards for P-12 ESL teachers serve as guidelines for teacher education institutes as well as teachers to align their training and work for best practices to the students receiving ELL services in the United States. It has five major domains containing smaller sub-domains to express the expectations of an effective ELL teacher: Language as a System; Culture; Planning, Implementing, and Managing Instruction; Assessment; and Professionalism. In the following section, I will present artifacts from my entire graduate studies, and align them with the standards to explain each domain and sub-domain. Firstly, I am going to present the domain for which I will also demonstrate my own understanding; secondly, I will take a relevant artifact, delineate the nature of the artifact, and analyze substantially how the artifact would support and demonstrate my skills on the standards. The analysis will be focus on four aspects that are essential for an effective teacher: learners and learning, the learning environment, curriculum, and assessment.

Domain: Language

Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners' (ELLs') develop language and literacy and achieve in the content areas (TESOL International Association, 2010, p. 26).

Teacher knowledge is important to student's learning because learners' skills are developed through "mediation of the specific classroom setting", and that an effective classroom setting with carefully-designed projects, tasks, and activities implemented by teachers could create a rich environment where students could practice and improve their linguistic skills (Jang & Jiménez, 2011, pp. 145-146). Creating a context-rich environment with effective projects and

learning tasks would require teacher knowledge in different areas; specifically, teacher

knowledge of language belongs to a type of content knowledge, and refers to teacher's

understanding of the "knowledge of the subject matter being taught, such as… language"

(Woods & Çakir, 2011, p. 383).

In the sub-domains, two standards further explained the specific teacher knowledge of

language needed for effective ELL teachers: 1) language as a system and 2) language acquisition

and development. In Language as a system, candidates need to demonstrate "understanding of

language as a system, including phonology, morphology, syntax, pragmatics and semantics"

(TESOL International Association, 2010, p. 27) for helping ELLs to achieve literacy in content

areas; in language acquisition and development, ELL teachers are asked to apply theories from

the teacher knowledge in English language and literacy learning into practice in order to promote

ELLs' literacy and language learning (TESOL International Association, 2010, p. 32).

The elements in the language system are important for ELLs to grasp. According to the

National Reading Panel's report on teaching children to read (2000), phonemic awareness,

phonics, fluency, vocabulary, and comprehension are the "five pillars" of reading instruction and

of improving students' literacy. Teacher instruction on these important areas of student literacy

requires a comprehensive knowledge in phonology, morphology, syntax, pragmatics and

semantics, the elements of a language system. More importantly, how teachers transfer the

theoretical knowledge into practice is essential in improving ELLs' literacy, increasing school

performance, and decreasing drop-out rates among the ELL population (Sheng, Sheng, &

Anderson, 2011, p. 101). Teachers need to strive in creating a natural environment for students to

strike a balance between acquiring and learning the language (Krashen, 1982). Rigid, static

instruction on the system of language is only a way to "learn" a language, which is only a

"monitor" to the second language and therefore a limiting role in the second language performance (Krashen, 1982): solely teaching on the system of language could only decontextualize the use of the English language and demotivate students with culturally and linguistically diverse background.

One way of balancing the language acquisition and language learning distinction is through the whole language approach for ELLs. Goodman (1994) contradicted the then-popular belief that reading is all about recognizing orthographic features of a text, and proposed the interactive, transactional view of the reading process. Different levels of cueing systems, namely, graphophonic system, lexico-grammatical system, and the semantic-pragmatic system (Goodman, 1994, pp. 29-30) work together and interrelatedly to help readers construct the meaning of the original text. At the same time, Goodman argues that literacy is culturally and politically situated (Goodman et al., 2009, p. 152), and therefore students' background and prior knowledge as well as the students' perception of reading and writing would also affect how the student constructs the meaning of a text. Effective teachers should see the instruction of the elements of language as well as the five pillars of reading as an approach of the whole language, which stresses the interrelationship among in phonology, morphology, syntax, pragmatics and semantics when reading, encouraging students to draw from their background knowledge to construct a parallel text of their own to the original text, and seeing reading and writing as tools for other knowledge in different disciplines (Goodman, 1994; Goodman et al., 2009).

For this domain, I am presenting an **assessment analysis** and **action plan** (See Artifact A) generated based on the assessment data to improve one particular struggling readers' literacy. Upon first look, it could appear that it belonged more to the assessment piece, however I do believe that all planning and instruction need to be assessment-driven in the sense that the

teacher knows student's learning needs from the formative and informal assessment data, and address them accordingly in the lesson plan. Throughout the artifact, both assessment analysis and action plan go into the specific elements of the language system, and aim at leveraging students' literacy through a whole language approach (Goodman, 1994).

The Learner and Learning. The learner was a 6th grade student of Hispanic heritage and was categorized as a struggling reader and writer at an urban school in a middle-sized Mid-south city in the United States, where she was born and raised. According to the student profile, she received EL service in 5th grade, exited out before 6th grade, but was still categorized as ELL and Limited English Proficient (LEP).

The classroom teacher taught literacy combined with social studies as content area. She indicated during an informal interview that she suspected the student having oral reading fluency concerns, which may have been influencing her comprehension of the text. She further indicated that although the student seemed to do what the teacher tells her to do at school, she hardly had any typical literacy interactions with her parent at home. The school's literacy coach also indicated that the student had had in-school reading clinic (tutoring) before, but her tutor just left. Since the student had almost no inventory data available, I came to the conclusion that the tutoring sessions she had before followed the general procedures at the school's reading clinic: 1) confidence reading often involving re-reading of the last session's material 2) tutor read-aloud and choral reading of the new material 3) word study or word games 4) some type of writing assignment connected to the new reading material.

Based on the initial information, I conducted a Student Oral Language Observation Matrix (SOLOM) Protocol both during her social interaction with me as well as the academic tutoring session. Results yielded that the student was fluent in all aspects (Comprehension,

Fluency, Vocabulary, Pronunciation, and Grammar) in her Basic Interpersonal Communicative

Skills (BICS) but lacked significantly behind in comprehension, fluency and grammar for

Cognitive Academic Language Proficiency (CALP). Therefore, my assessments and instruction

later on focused mainly on diagnosing the specific difficulties that the student had in academic

language and instructing on the basic five pillars of literacy that are essential for a student's

development in CALP in literacy.

Although I do think that the general procedure of the school's reading clinic is a valid and

research-based practice, I also think that the student needs some more tailored instructions for

tutoring that are informed by various assessment data. Therefore, I first administered some

assessments to gauge into the student's interests, as well as current levels and concerns, and then

made an action plan based on the data collected from the assessments.

The Learning Environment. Because of the school rules and restrictions for pulling the

student out of class for special services, I only worked with her 2 hours per week which stretched

out to two days per week with two separate sessions in the morning and afternoon. The tutoring

was one-on-one, which, according to Krashen (1982), would lower the student's affective filter

by reducing anxiety. One-on-one tutoring also had the potential of increasing input through

conversation. However, Krashen (1982) cautioned about the lower quality of the input during

conversation because of the use of adapted grammar. Therefore, I adopted the "I go, then you go"

(Gallagher, 2011) teacher modeling method for the gradual release of student responsibility for

higher levels of input and output. For example, I adopted the think-aloud and word sort as ways

of making student's thinking visible, but the student did not necessarily know how to do it right

away. Therefore, I took a section of the passage we were going to read for comprehension, and

modeled think-aloud for the student by myself; then we discussed what she noticed during my

thinking process, and I would prompt her to use those strategies in her own think aloud. The second step would be the student using the think-aloud to read the passage while I gave suggestions and monitored her strategy use; again we would talk about why and when she would be using a particular strategy. Finally, I would release the responsibility completely to the student, and let her use think-aloud by herself and gave her feedback at the end. By gradually releasing the responsibility, on one hand, I was creating a safe environment for the student to practice the new strategies, while at the same time giving the student the chance to independently experience the use of the strategy and reflected metacognitively about what she had done.

The Curriculum. The curriculum of the tutoring session was determined by me, the tutor, and was based on the assessments done before the tutoring sessions start. Dewey (1902) proposed that curriculum need to tap into student's interest, and Goodman et al. (2009) reinforced the idea of using context-rich materials that are out of students' interests and familiarity (p. 154). Moreover, Krashen (1982) also mentioned how interesting and relevant materials provided optimal input, which would further assist language acquisition; interesting and relevant material would also trigger motivation, which is an important element in lowering student's affective filter (Krashen, 1982).

Based on the student's reading interest and attitude survey, she was still motivated in reading despite her seemingly low reading performance. The self-perception inventory further indicates that her motivation mainly came from the success and improvement she had experienced compared to her initial frustration in reading in early grades. Therefore, finding reading materials that was challenging yet achievable under teacher's instruction would be ideal for the student to read. In other words, the reading materials needs to be within the student's Zone of Proximal Development (ZPD) (Vygotsky, as cited in Johnson, 2004), and could again

lower the student's affective filter by giving her self-confident of reading challenging and achievable texts (Krashen, 1982). Among the various reading topics presented to her in the reading interest survey, the student rated "A" for topics like spiders, snakes, drawing and painting, monsters and ghosts etc. Because of the prevalent "A" for topics concerning monster, I then chose this topic for selecting the materials for the student, which includes an informational text with visual cues, as well as accompanying monster poems found on the internet to have the student read across genres.

As for the aspects of language system for CALP in literacy, assessments show that the student's main struggle in reading is comprehension, accompanied by minor fluency and word recognizing issues. Therefore, the main purpose of the tutoring sessions would be fostering the student's comprehension through teaching different text structures and comprehension strategies which include the use of context clues and close reading; these areas would facilitate the student in the knowledge of semantics and pragmatics because she would be able to recognize the contextual clues for word meaning as well as the certain usage in a text to analyze the text.

On a word level, although the student demonstrates certain mastery of word features, assessments indicate that word knowledge and word study are still important and need to be emphasized in reading instruction. For word level instruction, I am going to focus on the weak points that the student demonstrate in the Developmental Spelling Analysis (Ganske, 2000), and use mainly word sorts (Ganske, 2008) to address inflectional endings, certain word features in phonics, as well as the use of morphology to facilitate vocabulary learning in complex, context-rich texts. Such gradual teaching according to the word structure caters to Krashen's (1982) Natural Order Hypothesis, and increases optimal input by following the grammar sequence when teaching.

Assessment. Assessments administered before the tutoring session in both word levels and comprehension levels inform me as a tutor of the needs that the student needs. On the word level, the student has mastered most of the phonics needed for decoding, as is shown in the informal reading inventory (McKenna & Stahl, 2009). However, in writing, the student still needs instruction on certain word features to evolve into the higher stages (Within Word and Syllable Juncture) delineated in DSA (Ganske, 2000).

For instruction sessions, assessments are mainly carried out in the form of formative assessments such as oral response, word sort or writing to gauge whether the student has grasped the content of the day. For comprehension, student will either generate a written summarization to the text she read, or the teacher could use the Language Experience Approach to dictate the student's oral summarization, which could further serve as a re-reading material in the next session for content review. For strategies used during reading, the student will orally reflect on when and where to use the certain strategies so that she will be able to apply them in the future encountering with unfamiliar texts. For word features and word knowledge, the student will be doing word sorts independently at the end of the session to show her mastery of certain word patterns.

The role of standardized benchmark assessments and progress monitoring assessments carried out by the school could also function as another source of tracking student's progress. The school of the student has purchased a commercially made standardized assessment for classroom teachers to progress monitor all students every other week; at the same time, the school is also required to carry out certain state-wide standardized testing throughout the semester. Although standardized assessments cannot stand solely as means to gauge into student's achievement, they could serve as a useful measure for the teacher to compare the

student to the benchmark as well as to the progress she has made together with the formative

assessments carried out during tutoring sessions.

Domain 2: Culture

Candidates know, understand, and use major concepts, principles, theories and

research related to the nature and role of culture and cultural groups to construct

supportive learning environments for ELLs (TESOL International Association,

2010, p. 38).

Effective ELL teachers need to care for their students. Jiménez et al. (2009) gave an

example of Valenzuela's (1999) observation of a classroom of school-age Mexican-originated

students where the articulated that their teachers did not genuinely care for them because the

teachers did not understand their culture. Further Jiménez et al. (2009) cited Valenzuela that

teachers need to "begin with a more complete understanding of both the[ir] social and academic

milieu" if they truly want to demonstrate their care for their students" (Jiménez et al., 2009, p.

16). Therefore, the cultural and academic backgrounds of a student as well as the community

within which the student has grown up are important for teachers to understand through

experience and theories. Teachers then would plan and instruct according to students' various

cultural, linguistic, and academic backgrounds in order to meet each student's needs, thus

achieving the real meaning of caring for students.

For this domain, I am presenting my **reflection on a field trip experience** to a diverse

community center, the YMCA (see Artifact B). Through the interviews of the numbers of the

community center benefitting from a program set up by the community center, I would like to

show how a teacher could get to know the community from which their students come and

discover potentials to work with the community in improving students' literacy and assisting in students' success in pursuing a better education.

Learner and Learning. According to the interview conducted with the manager, people with 57 different nationalities have joined the membership of YMCA at Harding place, with a dominant cultural group of Hispanic population. This Hispanic minority dominance corresponds with the situation in the entire nation, and is a primary reason why the author chose the Hispanic community. According to Tianda and Mitchell (2006), Hispanic population "had edged non-Hispanic blacks as the nation's largest minority population" and "were now the country's fastest growing ethnic minority" (p. 23). Moreover, it also has the largest foreign-born population in the country (Tianda and Mitchell, 2006, p. 23). However, because of these features, especially with the largest foreign-born population, Hispanic community also hosts the most emergent bilinguals (75-80%) that are poor, that "live in urban areas and attend underresourced schools and that "live in households in which no one over the age of 14 is a speaker of English" (Garcia and Kleifgen, 2010, p. 21).

The two people benefitting from the YMCA program being interviewed in the field trip experience are representatives of the population receiving services at the YMCA. Alex and Hanner were both first-generation immigrants coming from Latino countries, and because of the cultural differences as well as the difficult aspects of acculturation into the mainstream culture, they did not see the hope or ways to go pursue their dream of going to college and getting a degree. However, the program at YMCA Harding initiated them to see the hope, and helped them through the process.

Like Alex and Hanner, other Latino immigration students faced similar challenges: they had to walk between two cultures, sets of values, and languages: one is the heritage culture used

at home and often times their community, and the other one is the school and wide society setting. At the same time, if they wanted to achieve more than secondary education, they had to seek the path by themselves as to either improving their English proficiency or finding resources for scholarship opportunities and college application (personal communication, September 14, 2012).

After getting to know the insiders' view of trying to acculturate, learn, and work in the mainstream culture for Latino students, I as a future pre-service teacher gained the insight of how to best serve students coming from the similar community and background: often times, academics are a big area of need; however, it is not the only thing that students need to know in order to obtain their dreams. Resources such as scholarship, college application process as well as after-school programs also need to be presented to students so that they could get the most assistance possible for their success.

The Learning Environment. As mentioned before, the YMCA at Harding was a vastly diverse community center situated in a middle-size Mid-south city of the United States. It represented cultural origins from 57 different countries, and celebrated the diversity with pinning the country of origins of their members onto a map on the wall and by hiring multilingual staff to better facilitate their nonnative English speakers. Multilingual flyers and posters for services and programs at the YMCA were also available for free for members to take away. Multilingual signs could also be seen everywhere inside the facility. When asked about the multilingual signs, flyers, and programs, , the manager said the bilingual flyers go back home with students, and them being bilingual would help students who are more comfortable with Spanish as well as their parents. Alex and Hanner both agreed that although US-born or grown-up students might tend to look at the English signs, Spanish signs would definitely benefit their parents, updating

them about what is going on in the academic world that they want their children to dive into. Bilingual flyers and signs, therefore, take into consideration both the need of US born Hispanic students as well as their parents, thus putting both parties in a more active role in learning support.

Celebrating students' heritage cultures as well as providing students and their families resources in their first language were the two important lessons I learned from the YMCA as a pre-service teacher. Parental involvement is pivotal to students' learning and participation; and by providing bilingual resources, effective ELL teachers would make the involvement more accessible to parents of ELLs, encouraging more involvement from the parents and collaboration between the teacher and parents.

Curriculum. The program at YMCA that helps Latino students succeed academically is called The Latino Achiever Program. It works together with schools to help Latino students with their academic and social life with the goal of "illuminating the path to success, where students dream, discover their strengths, and plan for their future" (personal communication, September 14th, 2012). It is a college prep program helping students with their college applications, discovering their strengths, and motivating them to find their true interest and passion, instead of just going to wherever is available after high school.

After getting to know the program, I thought about how teachers could work together with the community center as sponsors of literacy (Brandt, 2001) to improve students' performance academically and help them cross the boundaries between home and school culture. In the reflection, I wrote about how teachers could obtain information about the students' background from the community center including what they aspire to achieve; teachers could also learn from the community center such as YMCA for more parental involvement in students'

learning. In addition, teachers could make good use of the bilingual flyers and posters collected

from the YMCA, and weave them into the literacy lessons for cultivating bilingualism

motivating students to think about different audiences when designing literacy artifacts (Jiménez

et al., 2009).

      Assessments. Although assessments are not specifically observed during the field trip,

the field trip itself could serve as an informal assessment conducted by the teacher to observe the

culturally and linguistically diverse background of the ELLs. The data gathered from the field

trip, then, could serve as a means to inform teachers of their own instruction and further

assessments based on the students' cultural and linguistic backgrounds (Heritage, 2007, Herrera

et al, 2007, Stiggins, 2005).

      Meanwhile, by looking into the diverse population as well as the multi-facet difficulties

that ELLs face from the interview, I understood that when designing an assessment, the teacher

needs to take into consideration the students' backgrounds, difficulties in acculturation, as well

as the discrepancy between the home and school culture; when looking at assessment data, the

teacher also needs to bear in mind that standardized testing data could be decontextualized and

biased because it standardized testing usually does not have ELLs backgrounds in mind when

designed and administered. Therefore, teachers of ELLs needs to take multiple routs to assess

their students, and try their best to gauge into students' learning and progress through different

aspects of assessments.

Domain 3: Planning, Implementing, and Managing Instruction

      Candidates know, understand, and use evidence-based practices and strategies related to

      planning, implementing, and managing standards-based ESL and content instruction.

      Candidates are knowledgeable about program models and skilled in teaching strategies

for developing and integrating language skills. They integrate technology as well as

choose and adapt classroom resources appropriate for their ELLs (TESOL International

Association, 2010, p. 43)

Standard 3.a. planning for standards-based ESL and content instruction:

candidates know, understand, and apply concepts, research, and best practices to

plan classroom instruction in a supportive learning environment for ELLs. They

plan for multilevel classrooms with learners from diverse backgrounds using

standards-based ESL and content curriculum (TESOL International Association,

2010, p. 43)

Planning should not take place in vacuum, but should take learners into consideration and

meet learners' goals in every way possible. Therefore, an effective ELL teacher, when planning,

needs to integrate the standards students need to meet in order to acquire the appropriate

language and skills used in the content area, design activities that are sprung from students'

strength and interests for students' active learning, and carry out assessments that inform the

teacher of students' achievement of the goals set out at the beginning of the class. Through

planning an academic lesson with the theme that caters to students' interests, I will show my

ability in planning an engaging lesson as an ELL teacher that meets students' learning needs.

Standard 3.b. implementing and managing standards-based ESL and content

instruction: candidates know, manage, and implement a variety of standards-

based teaching strategies and techniques for developing and integrating English

listening, speaking, reading, and writing. Candidates support ELLs' access to the

core curriculum by teaching language through academic content (TESOL

International Association, 2010, p. 47).

Standard 3.b is connected to standard 3.a in the sense that 3.b, focusing on content implementation, is a sequence of planning. Effective teachers integrate the use of four skills in a lesson to leverage students' skills in content areas; meanwhile, effective teachers develop both social and academic domains of ELLs' using context-rich yet comprehensible materials through teacher-scaffolding, providing companion reading texts, and effective grouping of homogeneous groups according to linguistic origin.

For these two connected standards, I am presenting two **interconnected lesson plans** designed for 8th grade students in an ELL pull-out classroom setting. The first lesson plan (See Artifact C), reading of the first chapter in *The Giver* by Louis Lowry, was designed to generate the topic for the second plan, writing of a persuasive essay (See artifact D). The lesson sequence aims at both helping students to interpret young adult literature higher than their reading level with adapted curriculum and teacher scaffold, and use the reading material to find arguments and writing topics which is commonly demonstrated in both teacher's normative assessment for students' reading, and numerous state-mandated summative assessments for students' writing. Elements in the interconnected lesson plan sequence demonstrate my competence in maximizing students' learning through knowing my students' backgrounds, learning needs, as well as supporting them with adapted alternative material and teacher scaffold.

Learners and Learning. The target students are 8th grade ELLs who are put into an ELL pull-out program to replace their English Language Arts period according to their grade level, instead of English proficiency level. The class has a maximum of 7 students, mainly of Latino cultural background, and with a reading level ranging from kindergarten to 4th grade. Two of the students were born in the United States, while others immigrated with their family in their later years. All of the students are struggling readers and writers, with some facing behavior issues

because of illegal immigration problems or peer pressure. A pre-instructional assessment tells me that the majority of the class hates going to school, yet most of the students still want to excel in their future lives. The majority of the class also despises writing, no matter essay writing or note-taking, and struggles on spelling and composition structure.

All students' features call for reading and writing lessons with strong teacher scaffolding. Therefore, I have chosen Reader's Theater and Shared Reading for chapter 1 of *The Giver* as adapted materials to aide students' understanding of the article, as well as small-group cooperation for students to explore the original text together to generate a graphic organizer summarizing the characteristics of our world and Jonas' world, building on each other's different strengths. For the writing session, the graphic organizer generated from the reading class will be continually used, serving as a resource for generating arguments for the argumentative writing. Teacher scaffolding is also designed with a graphic organizer to walk students through the text structure of an argumentative writing, and how the writer could use the information already gathered to compose an essay.

The Learning Environment. For the reading session, readers' theater would require a reenactment of a family dinner table to further engage students and situate the students in a real-world setting. For students to further experience the duality of Jonas' world where people seem to have choice yet they in reality do not, the reading session would be all for free choice: students choose between whether or not to preview the text, they choose their own small groups, and they choose the class agenda; for the writing session, however, everything will be teacher-assigned, even the sides of opinions on which students base their argumentative essays. In doing so, students will have a sharp contrast between a world full of choice and a world that is the

complete opposite with their own experiences, thus facilitating their arguments in the advantages and disadvantages of either world.

The class aims at fostering a safe, respectable, and supportive learning environment for all students. In the reading session, students will volunteer to read out loud in reader's theater, and will be fully prepared before they act. Every member of the class will be prompt by questions designed for different groups (actor/actress, audience) in order to be prepared for the discussion after reader's theater. Small-group discussions and workshop will also support readers of lower levels to work together with his/her peers in generating the important graphic organizer. For shared reading, students will be able to get the scaffold from the teacher for effective and fluent reading; they will also be able to read out loud with the teacher in chorus reading for selected parts for practice. In the writing session, teacher scaffold with think-aloud will be used to teach students about the writing process and the text structure of a persuasive essay. Meanwhile, protocols, model questions, and rules set up for the oral debate time also promote a respectable and supportive environment for students to develop their oral fluency.

The Curriculum. The idea of the interconnected lesson plan for reading and writing comes from the notion that reading and writing are connected, and that combining the reading curriculum with the writing curriculum makes good use of the reciprocal benefits for both activities (Graham and Hebert, 2010), and provides a comprehensive whole-language experience for English language learners.

The selection of the text is based on the notion that teachers of diverse learners need to have high expectations of their students, which demonstrates itself through teacher's consciously choosing grade-level appropriate teaching materials, and develop students' abilities from their own prior knowledge and cultural background with strong teacher scaffolding, adapted learning

materials, and peer support. Therefore, the curriculum is in accordance with the CCSS ELA standards for literature reading and expository essay writing, which prepares students for college- and career readiness.

Assessment. Formative assessments are especially prevalent in the reading session. In reader's theater, students who contribute to the activity will be observed using the SOLOM protocol for English oral language proficiency, as well as Fountas and Pinnell's Scale for Assessing Fluency. The observation results will be recorded in the teacher's field notebook, and will be analyzed to come up with plans for developing oral reading ability for individual students. For non-performers on reader's theater, comprehensive questions will be asked to assess whether the students comprehended the main plot and idea of the part, which would be vital for later engagement of pre-writing activities and the writing task. For shared reading, the teacher would pause at designed spots and ask students literal, inferential, and critical questions to assess students' comprehension and connection from literature to real life. Meanwhile, chorus reading would also function as a means to monitor that students are on-task.

For the writing session, formative assessment exists in the form of oral debate and discussion to generate ideas and rehearse for the individual task. Again, SOLOM will be used, and anecdotal notes will be taken on the teacher's part to inform teacher's future instruction. The written composition of the argumentative essay will serve two purposes for the teacher to gauge into students' learning: firstly, the content of the writing will show the teacher how much and how deep the student has understood the setting and ideologies presented in *The Giver*; the use of supporting details also shows the teacher that the student has a strong hold of the literary text. Secondly, the structure and language of the composition itself would demonstrate to the classroom teacher how students have a grasp on composing argumentative essays, how well they

used textual details to support the claim, and how they stay loyal to their own arguments. The teacher, then, could decide whether to move on or re-teach the features of argumentative texts through another mentor text. Similar to the informational text generated by students for League of Legends, students will have the choice of whether to put the argumentative essay into the portfolio or not for teachers to monitor progress and make further teaching plans.

Standard 3.c. using resources and technology effectively in ESL and content instruction: candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt and use them in effective ESL and content teaching.

For this standard, I am presenting the lesson plan designed for t**eaching informational texts through the video game *League of Legends*** (see Artifact D) targeting 8th grade ELL pull-out program classroom. The use of *League of Legends* as a teaching tool could be very educative and effective. Firstly*, League of Legends* is a world-wide gaming platform where the players get together and cooperate with each other to take down the enemies. This feature not only promotes students' cooperation with other people, but also encourages the use of a student's first language (L1) in order to develop his/her second language (L2), for the game has nine language choices to play as well as researching online on how to improve their skills and participating in the online forum. Secondly, I have written a learning analysis using the game, which had my attention by meeting several, if not nearly all, of Gee's learning principles in gaming. To name a few: it meets the "Explicit Information On-Demand and Just-in-Time Principle" by giving on-time instructions during a tutorial; it meets the "Practice Principle" where someone gets "lots and lots of practice in a context where the practice is not boring"; it meets the "Achievement Principle" where the player is rewarded in some manner to continue playing the game; and it meets the "Affinity

Group Principle" which Gee proposes would foster teamwork and cross-ethnicity (Gee. 2003).

At beginning of the class, students will watch a YouTube video with the new media scholar Gee

talking about the connections between video gaming and learning to set the agenda for the

purpose of the day's learning. Metacognitive questions are provided beforehand for students to

think about in order to link the lesson with real-world situations.

      Learners and Learning. The students are 8th grade ELLs attending a diverse urban

school. They are being pulled out from their regular English Language Arts (ELA) classes during

the period, and are put together into the ELL pull-out classroom according to their grade level

instead of the typical English proficiency level. As a result, the students' language proficiency

level as well as academic performance varies greatly, from kindergarten to 4th grade. According

to the pre-instructional assessment, the entire class has had previous contact with video games,

and talks about video games with great enthusiasm, referring to them as leisure relaxation as well

as hot topics during casual conversation. At the same time, 8th grade students are required to

interpret and use informational text (Common Core State Standards [CCSS], 8th grade

Informational Text).

      Because students vary in proficiency levels, yet CCSS ask every student to achieve

college and career readiness, students will need teacher scaffold as well as supporting materials

to aide their understanding. The setting with video gaming was also built from students' prior

knowledge, experiences and interests, thus functioning as a means of engagement and motivation

when materials did turn out to be hard. Meanwhile, students will also learn from different styles

of interaction, ranging from small-group discussion which creates a safe environment for

students to practice and exploratory learning, to whole-class discussion which promotes and

challenges students' thinking, to individual tasks which foster students' independent skills tailored to individual needs.

The Learning Environment. The learning environment is mainly constructed by video gaming on the Web 2.0 platform, through which students are able to explore the information they needed through hands-on experience. Therefore, the entire design is evolved around students' digital media literacy, which is essential for students' development in identity and their interest in learning. According to Dezuanni (2010), "digital media technologies potentially change the ways in which young people participate socially and culturally through creative and playful activity" (Burn, 2009, cited in Dezuanni, 2010, p. 127). Gee (2003) is especially explicit on the positive influences digital media, and especially video games, have on students' learning. His learning principles found in video games match many principles that teachers strive for teaching adolescents through traditional literacy training. Moreover, Gee (2007) also proposes the importance of having situated and meaningful assessment through digital media that gives useful feedback. Knobel and Lankshear (2007) have also addressed how important online activities such as video gaming promotes adolescents' identity development, cooperation with others, and literacy production.

Moreover, because new media literacy is a real-world practice, and encourages students' sharing, the learning environment is "situated" and "contextualized" through putting the skills needed for interpreting informational text in a real-world setting (Gee, 2007; Brown, J.S., Collins, A., & Duguid, P., 1989). Students learn through exploratory learning individually and by themselves, and the classroom teacher would only act as a facilitator for students in the realization process for attaining knowledge in the areas where they could trigger prior knowledge and develop their interest (Dewey, 1902, 1972). In addition, appropriate student grouping and

cooperative learning would not only provide students a safe place to practice, but also encourage

peer tutoring and learning for both higher-level and lower-level students. Therefore, the class

will be alternated between students' exploration into the video game, summarizing the main

features using graphic organizers, to small-group discussion in reaching group consensus, to

individual research project which students dive in to both use informational texts to learn, and to

construct one for others in future learning.

The Curriculum. The curriculum meets the CCSS 8th grade ELA standards. Wiggins

and McTighe (2005) proposed that "standards inform and shape our work" (p. 13), and that

teachers should keep standards and students needs first thing in mind when designing a lesson

plan. Two reasons construct the rationales why I am using the CCSS for 8th grade ELA standards.

Firstly, the CCSS is widely implemented in the entire US public school system, and designing

the lesson with CCSS would better facilitate the students to become "college and career

readiness" (Rothman, 2011). Secondly, although none of the students is meeting the 8th grade

level proficiency, I am using the standards for 8th grade because teachers of diverse learners need

to discard the "deficit model", have high expectation levels of the students, and build on students'

strengths to close the opportunity gap (Harry & Klinger, 2007; Milner, 2010). Through the

lesson, students will be able to interpret informational text with different strategies such as using

graphic organizer and summarizing, use the informational text for their learning experiences in

the real-world setting, and compose informational text with appropriate and relevant research.

Students will also be able to improve their oral English in the academic setting through small

group and whole-class discussions with turn-taking protocol.

As mentioned before, because students' proficiency levels may not be sufficient to perform

independently and individually for all tasks, teacher scaffolding, supplemental materials such as

graphic organizers for main ideas and features, as well as peer tutoring in small-group discussion would take place to create a safe and vigorous environment for both lower level and higher level students to learn.

      Assessment. Throughout the class, students are assessed unknowingly with formative assessments such as the finish product of a graphic organizer. They could not proceed unless certain parts of the graphic organizers are filled out to facilitate their choice during learning. Moreover, small-group and whole-class discussions also serve as a measure for the teacher to use informal observational assessments such as anecdotal field notes and Student Oral Language Observation Matrix (SOLOM). Meanwhile, the exit slip for students' quick answer at the end of the class also assesses students' understanding of the link between video gaming and learning, to have them think more about the ways that promote their learning experiences, and use the connection in their future lives.

      As a summative measure, students' individual composition of the informational text about the game and the champion they chose will serve as a tool to inform the teacher about how well students used the informational texts and other forms of media online, how they used research methods, and how well they understood the elements of an informational text. If so choose, students could put the final project into the portfolio which collects all students' works throughout the semester, and serves as a means for the teacher to track students' progress and needs at the end of the semester.

Domain 4: Assessment

      Candidates demonstrate understanding of issues and concepts of assessment and

      use standards-based procedures with ELLs (TESOL International Association,

      2010, p. 56).

Standard 4.a. issues of assessment for English Language Learners: candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations (TESOL International Association, 2010, p. 56).

Standard 4.b. language proficiency assessment: candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement and reclassification of ELLs (TESOL International Association, 2010, p. 61).

Standard 4.c. classroom-based assessment for ESL: candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom (TESOL International Association, 2010, p. 64).

An effective ELL teacher will be able to use different forms of assessments of the student to inform his/her instruction because he/she understands that a single source of assessments, especially standardized testing, could be biased to ELLs and thus generating inaccurate information about students' abilities in the academic area (Heritage, 2007, Herrera et al, 2007, Stiggins, 2005). At the same time, teachers of ELLs need to be able to identify and administer assessments of English language proficiency to determine the students' stage of development in language acquisition, and obtain the information for future language teaching embedded in the content area.

I will demonstrate my competency in this domain by presenting three artifacts: **a learning analysis project** (See Artifact E) using empirical observation in combination of several

field assessments for gauging into a student's English proficiency, a **puzzled child case study** (See Artifact F) that zooms in on one child's literacy learning needs, and a short **research paper** (See Artifact G) aimed at addressing the problems of writing discovered in the two studies. In the two case studies, I also offered possible action plans and solutions for other areas of learning for the focus student, which fulfills the true purpose of all assessments: assessments should inform students' learning and teacher's instruction (Heritage, 2007, Herrera et al, 2007, Stiggins, 2005).

      Learners and Learning. Learners in both case studies attended an urban middle school, and spoke a language other than English. However, the student in the first case study, Al (all names are pseudonyms), was identified as an ELL student, and received instruction in an ELL classroom, whereas the student in the literacy-focus case study, Lisa, had never been identified as an English learner, and received education in a general inclusion classroom.

      As an ELL teacher, I am aware how important the learners' prior knowledge, learning environment, and cultural background are for their learning experiences at school. For both studies, I did a get-to-know-you survey designed for gauging into students' cultural backgrounds, use of both languages, history of schooling, attitudes for school, and family literacy practices. For Al, I also conducted an empirical observation with SOLOM, evaluating his oral proficiency when in class, social interaction with other peers, and social interaction with the teacher.

      Because both students were identified by their teachers as "struggling students", and faced the potential referral to special education, determining the level of students' achievement and diagnose the learning difficulties deemed itself to be essential. For Al, both the SOLOM observation and an informal observation during the TCAP Writing test demonstrated that he may have difficulties in vocabulary, and the record for both English Language Development Assessment (ELDA) showed potential difficulties in reading. For Lisa, because the aim was to

zoom in on literacy, I used more detailed diagnostic assessments such as miscue analysis, informal phonological awareness inventory, and oral Basic Reading inventory, which demonstrated that Lisa's reading obstacles mainly lie in comprehension and comprehension strategies.

   The Learning Environment. Both Al and Lisa attended an urban school in a diverse yet mostly Hispanic school district. Al was identified as an English Language Learner, and received service from a licensed ELL teacher in a pull-out classroom with maximum of 7 students present. The curriculum of the ELL classroom was mostly determined by the ELL teacher, sometimes in cooperation with the 8th grade general ELA teacher next door. On the contrary, Lisa had never been identified as ELL, although she did speak another language (Spanish) at home. As a result, Lisa received general inclusion class instruction in a class of 25 students, and the instruction was mainly focused on general curriculum of the school.

   The learning environment of the two focus students differed greatly, and when assessing the students, I had to keep in mind how the assessments would differ according to the purpose and setting of it. For Al, because the class was very small, he had ample opportunities to speak up, therefore making oral competency observation protocols accessible. However, for Lisa, because the general education ELA class was large, and because the classroom teacher adopted a lecturing style, she hardly had any chance to speak up in the classroom. The different purposes of assessing Al and Lisa also played an important role in selecting the assessment. For Al, it was to determine his English Language Proficiency from different sources; and for Lisa, the purpose was more detailed, which was to diagnose her specific difficulties in reading.

   The Curriculum. Assessments need to take the curriculum into consideration. When selecting assessments, the teacher needs to consider the needs for students to meet the curriculum

requirements. For example, one of the purposes for assessing Al was to gauge into his English proficiency to see where he fits into the curriculum. As for Lisa, the purpose was to determine her specific needs and difficulties that prevent her from performing well in the design of the curriculum.

More importantly, assessments need to inform future curriculum design. Testing should not be the end in itself, but should become the means to an end, which is to inform teachers of students' learning, and help teachers to adapt their curriculum to fit students' specific needs. For Al, after the empirical observation as well as the systematic assessment, I made an instruction plan for acculturating him into the academic setting of an American school. Meanwhile, an assessment plan was also made to monitor his progress in the areas of improvement. For Lisa, suggestions to improve her comprehension skills were also proposed in the case study, with the purpose of targeting her specific reading difficulties and improving her performance in print literacy. Artifact G also combined the two case studies, and proposed some possible writing curriculum adaptations to meet both learners' needs.

Assessment. When choosing the appropriate assessments for students, teachers need to bear in mind that students' cultural and linguistic background may affect their performance, which would further influence the decisions made in the curriculum. As facilitators in students' learning, we as teachers need to evaluate the assessments of their validity and reliability, and determine whether the assessment would marginalize the culturally and linguistically diver students. When scoring, teachers also need to bear in mind the differences and make appropriate adaptations.

Meanwhile, assessing ELLs in his/her native language is an essential step for equity in schools. For Al, this feature seemed especially important: since he spoke mostly Spanish at home,

the picture vocabulary test in Spanish helped me gain an understanding of his native oral language proficiency in comparison to his English oral proficiency. As for Lisa, the test in Bilingual Verbal Ability Test and Spanish Reading Inventory informed me that her language dominance still lay in English, thus using cognates or Spanish print literacy may not be a good approach for improving her skills. Yet, the discrepancy between her Spanish reading skills and oral comprehension skills gave me some ideas for improving biliteracy through both English and Spanish oral literacies.

Domain 5: Professionalism

Standard 5. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families (TESOL International Association, 2010, p. 68).

Standard 5.a. ESL Research and History: Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning (TESOL International Association, p. 68).

Effective ELL teachers need to obtain the teacher knowledge of researches about language policy and legislation in the history of ELL education in order to be able to evaluate different practices and approaches in the ELL education and synthesize into one that is the most beneficial for his/her students. Getting to know the legislations and policies also enables the

teacher to further adapt his/her instruction in order to get around the mandated policy that could be potentially harmful for ELLs.

For this standard, I am presenting a paper I have written to **synthesize the history of ELL education policy** (see Artifact H) as well as a **field trip reflection to Glencliff High School** in Nashville to learn from successful examples of how to get around a policy that is harmful for ELLs (see Artifact I). With the two documents, I will demonstrate my competency in the knowledge of history of ELL legislation and policy as well as in the relative learning and research done to facilitate my design of an optimal learning environment for my ELLs under the mandated English-Only policy in Tennessee.

Learners and Learning. Students attending Glencliff High School have a diverse component in ethnicity. Among nearly thirteen hundred students, 0.3% are American Indian or Alaskan, 7.0% Asian, 30.4% Black/African Americans, 35.5% Hispanic/Latino, and 26.8% white. There is also a remarkably high percent of Kurdish and Egyptian population. Among the diverse community, 20% of the students are English Language Learners.

However, Tennessee's adoption of English-Only policy which requested that all classroom instructions be in English only and that the usage of native languages of the students be limited could greatly put these ELLs' academic performance at risk (please see Artifact H). Together with No Child Left Behind Act (NCLB), English-Only policy has aggravated ELL educations in the nation through the re-allocation of funding for ELL into other fields, which greatly affected the establishment of and research on bilingual education. Moreover, several standardized testing as well as objectives required for students and ELL students have "instituted an unfair and punitive testing regime that has been particularly hard on ELLs" (de Jong, 2011, p. 143). These ELLs at Glencliff High School face an unprecedented challenge when it comes to

striving for social and academic success in the education system because of the marriage between NCLB and English-Only policy in Tennessee.

The Learning Environment. Glencliff High School is "the most diverse school in Tennessee," featuring "forty-six to forty-eight countries every day" and "twenty-six to twenty-eight languages spoken" by the students (assistant principal, October 19th, personal communication). Because of the diverse component of student demographics, Glencliff High adopted as not-very-common school model: the Academy School model. Altogether, the Ford Academy of Business, the Academy of Environmental and Urban Planning, the Academy of Hospitality and Marketing, and the certified program of the Academy of Medical Science and Research make up the entire school, making it look like a mini community college.

The school celebrates its diversity and provides resources to students as well as parents through multicultural decorations, making it explicit that the school values every one's cultural background. Moreover, multilingual brochures were also available upon entering the school secretary office, which made it available to parents with limited English proficiency of the help and resources they could refer to whenever it is needed.

On a classroom level, the class I observed was a pull-out reading/English Language Arts class which is consisted only with Spanish speaking students. The teacher was a bilingual ESL teacher who decorated her class with different items from different cultural backgrounds, with a major emphasis on Hispanic cultures. During the class, she also used some of the decorations as demonstration for students to relate to their own heritage culture. Throughout the class, Spanish and the translation between Spanish and English was encouraged to achieve maximum learning outcome, which did not object to the policy of an English-Only classroom: although the English-

only policy did say that the use of students' native languages need to be minimal, the quantity was not defined but left the teacher to decide how much was needed.

Therefore, by getting around the undefined part of the language policy, ELL teachers could make good use of what they believe is the best for ELLs according to research and theory.

Curriculum. In addition to the regular curriculum adopted for the academy model of the school, Glencliff High also established seminar-like "Freshman Academy" which prepares the students for their choice of academies provided at school in the 11th grade. This program is only provided to first-time 9th grade students, and holds strong intervention plans for each student through seminar or AVID, a program that aims to prepare first generation college students. Such unique curriculum addressed the needs of new-coming ELLs of familiarizing themselves with the environment, and provided optimal help in facilitating students by lowering the affective filter encountered in an unfamiliar environment.

ESL models at Glencliff are also divided into two according to different students' ability and needs: ISTP Program for the students who have got a zero percent on their ELL entrance placement test and ELL program for other ELD levels. In the ISTP program, a certified ESL teacher teaches or co-teaches EVERY subject that the students. The ESL program for other ELD levels features only two out of eight classes that ESL students would have together, and have the rest six of the classes together with the mainstream classroom. Except for these two major programs for ELL students, individualized program to meet different student needs are also encouraged and carried out to perform a more student-centered and more tailored study plan for the student.

The school's effort in meeting ELLs' individual needs could somehow counteract the negative effect of the English-only policy. Together with a classroom that values students'

heritage culture and native language as an asset as demonstrated in the class I have observed, ELL students in such environment and under such curriculum could make the best use of their learning time for skills that would help them succeed in the future, instead of only focusing on the language issue which devalues students' abilities in other areas of life.

Assessment. Assessments have been high stake ever since the implementation of No Child Left Behind act. They have been of particular interest for recent years because of the movement of adopting the Common Core State Standards (CCSS), which advocates that "expectations are the same for all students, regardless of their backgrounds or where they live" (Rothman, 2011, p. 178). Glencliff High School, in tackling this challenge, is breaking down the CCSS and comparing them to the current ESL Standards in order to guide teachers how they should prepare the ESL students for taking the same curriculum and assessments under the new CCSS. Moreover, the school has also brought in experts and head teachers of the CCSS to give lectures to ESL teachers on how to incorporate CCSS in ESL instruction. All these efforts shows the school's administrative efforts in meeting the Principle for Educational Equity that, even the Principle is somehow imbalanced in an upper level, the school makes every effort to strike the balance back.

ELL teachers, when under the pressure of addressing the needs for standardized tests which often poses bias for ELLs, could learn from Glencliff in aligning the bigger standards into smaller objectives and classroom practices that are related to ELLs' cultural and linguistic backgrounds. Moreover, smaller, teacher-made assessments that take into students' background into consideration could also be implemented by the teacher to assess students' real abilities and gauge into students' needs in learning.

Standard 5.b. Professional Development, Partnership, and Advocacy: candidates

take advantage of professional growth opportunities and demonstrate the ability to

build partnerships with colleagues and students' families, serve as community

resources, and advocate for ELLs (TESOL International Association, 2010,, p.

71).

ELL teachers, with specific knowledge base on how to best address ELLs' needs, also

need to take the role of students and learn from current researchers, effective practitioners, as

well as students. At the same time, with the professional knowledge, ELL teachers need to

advocate for ELLs' as well as their families' rights and provide resources to the students, the

families, as well as colleagues to better facilitate ELLs' learning both in school and at home, thus

bridging the gap between students' home and school culture.

For this domain, I am presenting an **environmental design of a community center for**

new-coming ELLs and their families, which I also presented on the TNTESOL Conference

2013 in Memphis.

Learners and Learning. The design of the community center is inspired by Idding's

(2009) design of a community center of similar kind. Idding's community welcome center tries

to emerge the literacy sponsors of both home culture and school culture into a new community

where the target new coming ELLs and their families (Latino population) could cultivate their

literacies in different areas: oral English literacy, traditional English literacy, literacy about the

American education system etc. However, the implementation of a community center needs to

take into consideration the specific demographic situation in which a teacher is: what if my

student population is not mainly Hispanic but a more diverse one? Concentrating only on the

Hispanic cultural aspect as Iddings (2009) has done would be marginalizing other cultural groups

represented, thus making the ELLs and their families from other cultures feeling double-marginalized. With the multiple cultural backgrounds of my potential ELLs and their families in mind, I have designed a community learning center that would offer as much alternatives as possible in order to cater the different needs of unknown target groups. Moreover, the learning suite could build a "culture" itself, which celebrates diversity and respect for every cultural background.

The Learning Environment. Idding's (2009) community center was more targeted in the development of new-coming ELLs as well as their families' language literacy in a traditional sense. However, more questions need to be asked in a nowadays school setting: in a social environment where digital literacy is pivotal to students' and their families' career potentials, how can we develop our target groups' digital media literacies? How about connecting the mainstream families to the immigrant families, since it would help a lot with learning the mainstream culture and education system? How can we bring resources into the learning center, making it a combination of resource center and a learning center, thus becoming the center of a community? Adding more rooms to the learning center gradually floated into my mind, just as the function of "stations" in an elementary school classroom. Each room serves for a different purpose, and together, they would function as a supercenter for learning and resources; I name the supercenter the "community learning suite".

Curriculum. Curriculum in the community learning suite takes place in each room serving different purposes. When designing the curriculum, I bear in mind ELLs and their families' cultural backgrounds as well as learning needs.

In the "living room", the main purpose of the living room is social life and interactions, as well as the main resource center for immigration information such as how to get a legal

permanent residency, a social security number, and places for help on legal status, and so on and so forth. The integration of resources and the learning suite, especially the living room, shows a common belief among ELL teacher preparation that ESL teachers should not only function as an instructor, but also the resources for students and their families, as well as the school. The activities designed to happen in the living room are "Cultural Friends" and "Friday Night Movie Night". While the movie night is inspired by Idding's article about Freirian dialogism and oral literacy as well as family funds of knowledge, the activity of cultural friends aims at familiarizing the new immigrant families with the mainstream American education system. The familiarization is important because it would increase the immigrant families' participation in the school affairs, thus benefitting the minority students' schooling experience (Delgado-Gaitan, 1991).

The purpose of adding the computer/gaming room into the redesign is to aim at fostering students' digital media literacies. Digital media literacy is essential for students' development in identity and their interest in learning (Dezuanni, 2010; Gee, 2003, 2007; Knobel and Lankshear, 2007). The placement of a bookshelf is also an intentional design which gives the digital media literacy a sense of traditional literacy. Just like multiple works have expressed, new literacies would not replace totally the traditional one (Knobel and Lankshear, 2007, p 21). Books on game design, software design, and other computer- and technology-related books provide authentic texts and a situated learning environment for students who dream big, and want to be the "master" of the digital world later in his/her life. The computer/gaming room provides those students a master-apprentice environment by providing both hands-on activities and authentic texts in order to train students' the skills they need to reach a master level.

The writing task in the computer/gaming room is based partly on my inadequate knowledge of different kinds of video games. However, I believe that my students would know more about video games than I do. If that is the case, why not have them suggest their own games, and at the same time practice their writing skills? The Common Core State Standard has shifted the direction of writing from emphasizing on narrative to emphasizing on informational and explanatory writing (Rothman, 2011, p. 88). Under such requirement, teachers need to think about new practices to train students for the Common Core State Standards while still using students' own experience to attract students' interests. A Proposal of Video Game would meet the needs: it uses students' eager to add more video games of their own to the room, and at the same time requires students to reason out their requests by "making logical arguments", and "drawing on evidence" (Rothman, 2011, p. 88). Moreover, the Common Core also asks students' ability to "use technology, including the internet, to produce and publish writing and to interact and collaborate with others" (Rothman, 2011, p. 89). The writing requirements would ask students to do research online to figure out how to write a proposal in correct format and language, during which process students might form groups to discuss using online or offline tools.

Therefore, the computer/gaming room not only physically empowers students to develop their digital media literacy by providing hardware support, but also subconsciously propels students to improve their digital literacy by having them feel the need to use online resources.

The design of the study room follows the living room to show differentiated instruction, and the notion that although we cannot anticipate what cultural groups we are about to serve— that is, the cultural groups could be very diverse, or that they could differ from what the main minority groups is in most other communities—we need to provide as many choices as possible

for the target groups to choose. The study room mainly serves students from cultures that see

schooling as apart from the family lives; they tend to separate the home and school drastically,

preferring a studying environment as quiet, classroom-like, and academically supportive with

books and resources. The physical arrangement of the study room imitates that of a classroom—

where the desks and chairs are, how they are put together etc. Still, with the purpose of fostering

students' cooperation, I also designed two group discussion rooms which students could use

through reservation. One of the rooms is open with glass walls and no doors; the other is closed

with walls and a door that separates the outside world. Reservation of the closed discussion room

is limited to groups that are over four and under eight people, with an installed camera for

security purposes. The other one is open for any kind of student groups, ranging from two

students per group to eight per group. In the study room, book shelves with reference books and

study guides are provided just like a school library. The design of the study room aims at

providing students and parents who prefer a quiet and private study environment an isolated

place where their traditional notion of "study" could take place. In addition, if students and

student groups want to find a place to perform group work or classroom activities like video-

taping, the study room would provide a perfect place for silence and privacy.

The student gallery is basically an enlargement of what nearly every teacher has in

his/her classroom to provide models for the kind of learning the teacher wants to advocate in the

classroom. According to Wiggins (1998), "excellence is always achieved by self-adjustment in

reference to known standards" (p. 69). By putting up model students' work on the wall or a

designated space, teachers show what the "standards" rest; and by comparing their own works to

the standards, students adjust their products accordingly to meet the requirements.

Knobel and Lankshear (2007) define the "new ethos" stuff that promotes ordinary people to produce and recreate what is available online as a group and share it with other people. One of the purposes of the Student Gallery is to encourage and promote students' participation by displaying their works related to "new ethos", and rewarding the best ones to spur other students' participation. Moreover, by creating the artworks, students and families, especially immigrant students and families, could use their funds of knowledge, feeling that their heritage cultures are being valued by the mainstream society.

Activities designed in the kitchen/dining room area follow Idding's (2009) literary support from a Freirian Oral tradition and family funds of knowledge. Apart from those theories, transnational literacy proposed by Jiménez, Smith, and Teague (2009) takes a useful role of my design of the "Brewing the Ice" activity: mainstream students, teachers and families need to know the minority students and families' home culture in order to promote better communications and learning, and one of the means for the mainstream community to get to know the minority community is through visits to the local minority communities and experiencing for themselves how the minority communities are like. Similarly, we could argue that visits to mainstream communities would also increase the minority communities' understanding of the mainstream discourses.

Another concept that goes into the design of the activities is the use of translation to promote audience awareness and other linguistic skills. Martínez et al (2008) argues that through translation, students could "develop meta-linguistic awareness and showcase their ability to shift voices for different audiences" (p. 421). Through the activity of "Expand the Recipe Box", families not only use their own funds of knowledge in everyday life, but also were given a chance to translate their own recipes for and from the mainstream community, thus developing

their literacy skills in both languages as well as their awareness of different audiences and logic patterns.

The main purpose of the doctor/nurse room in the learning suite is to provide healthcare service to students whenever they need. By situating the room next to the resting area with bunk beds, I also provide a resting area for the incoming patients with a space where they could have a good rest until they feel better.

Another more academic reason for why I wanted to have a doctor/nurse room in the learning suite is that students who are interested in going into the healthcare profession, whether it is a doctor, a nurse, a pharmacist, or a nurse practitioner, could volunteer in the room, and observe how the "masters" talk to patients and deal with problems. Maybe because of the inner link of medical care, the midwives described in Lave & Wenger's (1991) book on situated learning and legitimate peripheral participation gave me the inspiration. Like the daughters of the midwives in Yucatec culture that would sit in a corner quietly to "absorb the essence of midwifery practice as well as specific knowledge about many procedures, simply in the process of growing up" (p. 68), students who volunteer and help at the doctor/nurse room would also have the chance to get immersed in the environment without thinking about it. Like the apprentice midwives that realize their roles and started to take more responsibilities, the students in the doctor/nurse room could also get to a temporary mastery of what he wants to do in the medical field until he graduates from high school and actually goes into the medical field to start a new round of apprenticeship. Such environment not only encourages students' interest in a certain area, but also promotes students' learning and increases students' rate of success in his/her goals.

The curriculum designed in the different rooms of the learning suite, as shown above, would facilitate new-coming ELLs and their families in familiarizing themselves in the new environment. Moreover, with the community learning suite as a resource center, the ELL teacher could function as an advocate and practitioner for ELLs and their families' needs and rights.

Assessment. The community learning suite will also follow the notion that instructions (curriculum) should be informed and adjusted by on-going, contextualized assessments. With the information sheets provided in the "living room", the ELL teacher as well as volunteers who are responsible for designing the activities and curriculum could gauge into ELLs' and their families' needs in future instructions, thus designing activities and curricula that are catered to students' and families' needs. Moreover, through products generated in different rooms, instructors would also be able to adjust or alter their instruction in order to address the ongoing difficulties in learning or catering to the changing needs of ELLs and their families.

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Reflection on Problems and Implication

Looking back at the course of study during the two years, I am confident to say that the time I spent at Peabody College ELL program has prepared me as an effective pre-service ELL teacher. I have gained a deeper understanding about how to genuinely care for students and effectively plan and implement lessons that are catered to students' needs and interests. Frameworks, current theories and practices have given me the theoretical support, while at the same time, fieldtrips to different student communities, classroom instruction as well as one-on-one tutoring and professional development in local schools have situated me in the real-life of a teacher. It was also during my field practices that I have come across questions that were unanswered in the course works I took, and propelled me to further investigate in other theories and practical knowledge about the topic. One of them still remains introspective and important to me, and I believe it is of equal importance to most of the practice teachers to CLD students: I found out in my field practice that a lot of my students are not literate in their first language, and I also noticed that my classroom often times had a diverse population opposed to a single group of CLD students coming from the same cultural and linguistic background. Such complexity made the use of first language and a common cultural background difficult in real life. I believe that this will be a continuous question that I have during my practice as a real-world teacher, so I would like to present my adaptations to the theories and frameworks I have learned during the past two years, which I believe most focused on some predominant minority groups in relatively homogeneous classrooms in the sense of cultural groups being represented.

Because of the multicultural and multilingual context towards which the United States is heading, I am going to focus my adaptation on seven principles that support dynamic plurilingual practices in instruction adapted from García and Sylvan (2011), which came into being because

the view that "language groups… were static, homogeneous, and monolithic" can no longer stand firm in this world because of the rapid globalization and technological innovation (García and Sylvan, 2011, p. 385). The seven principles are: 1). heterogeneity and singularities in plurality 2). Collaboration 3). Learner-centeredness. 4). Language and content integration. 5) Language use from student up 6). Experiential learning and 7). Interconnectedness with the teacher

Heterogeneity and singularities in plurality

This principle reflects that "Optimizing heterogeneity builds on the strengths of every single individual member of the school community" (García and Sylvan, 2011, p. 395). Instructions concerning to this principle include having instructional designs and programs leveraging diversity, and yet recognizing "that every individual student's language characteristics use differ from those of others in the class" (p. 395). In action, teachers would address students' specific language needs according to the single student instead of a group census of the learning characteristics of a certain cultural or linguistic group, therefore targeting and solving the problems the single student has.

The emphasis singularity may be difficult for some CLD students to understand at first, because "a large number of ELLs… are members of collectivistic cultures" which value "the sharing in and fulfillment of reciprocal obligations and commitments to the members of one's group, generally an extended familial network or clan" (Decapua and Marshall, 2011, p. 36). However, these students do need to adapt and become familiar with individualist culture, which they will need to gain success in the American education and society where "a person's identity depends primarily on personal attributes, traits, and achievements, and one's sense of well-being centers on self-actualization and personal accomplishments" (Decapua and Marshall, 2011, p.

36). Therefore, teachers and students should acknowledge heterogeneity and singularity in the classroom and school culture, while at the same time explain and help the SLIFE students to realize the value, beliefs, and actions shared by an individualist society.

Collaboration among Students

Collaboration among students refers to "Collaborative structures that build on the strengths of every individual member of the school community optimize learning" (García and Sylvan, 2011, p. 395). Firstly, students' collaboration "leverages the benefits of a heterogeneous class" (p. 395). Students coming from different cultural and linguistic backgrounds could share their thoughts and ideologies on the task they are working, build on each other's perspectives, and construct a more comprehensive meaning of the text than a homogeneous classroom would usually do. Moreover, students could also be challenged by the different perspectives proposed by others coming from a culture different from theirs, thus achieving one of the dimensions of what critical literacy model has been promoting: "disrupting the commonplace" (Lewison et al., 2002, p. 382).

Grouping students according to their different literacy and proficiency levels would also benefit all learners in promoting their academic and linguistic growth. Less proficient students could get help from the more proficient student in a safe environment, and the more proficient student would need to thoroughly digest the target knowledge in order to teach it to the less proficient student. Lucas and Katz (1994) also observed such grouping in effective classroom instructions addressing ELL students whose teacher did not speak their heritage language: "less fluent or experienced students were paired with more fluent or experience students of the same language background during classroom instruction and activities so that the more fluent student could help the less fluent one with language, to understand instructions, or with other classroom

demands" (p. 555). Moreover, the collaborative learning style corresponds with some CLD students' collectivist point of view, for which student collaboration provides the students with a perfect environment to practice risk-taking, helping them leverage their literacy skills in a safe and helpful environment.

Learner-Centeredness

Lerner-centeredness refers to the concept that "constructing learner-centered classrooms for meaningful student linguistic and content output is important" (García and Sylvan, 2011, p. 396). As mentioned before, Dewey argues on the student-centered learning experience, which according to García and Sylvan (2011), is lacking in many L2 and bilingual programs: many are teacher-centered, taking the argument that the language master (the teacher) could help develop students language skills through his/her linguistic scaffold demonstrated through teacher discourse. However, "teacher-centered instruction limits linguistic opportunities for all students" (p. 396). According to Constantino and Lavendez (1993), ELL students need to receive authentic language instruction that provides "an opportunity to hear and use meaningful language", which means "spending little time studying discrete language items… and using language to listen to and exchange ideas" (p. 84). The authors also cited previous researchers, arguing that authentic language use includes "to create and produce meaning" (Enright, 1991, p. 211), "the ordinary practices of the culture" (Brown and Duguid, 1989), and "the use of life experiences, writing for real purposes, and the moving away from isolated skill and drill exercises via student-relevant content materials and thematic teaching" (pp. 84-85). Learner-centeredness, according to García and Sylvan (2011), takes the teacher away from the center of the classroom so that the teacher could facilitates the student collaboration groups when they are discussing and working with

each other, practicing the "authentic use" of the English language, thus promoting their linguistic growth.

Language and Content Integration

The integration of language and content refers to the "mantra" that "every teacher is a teacher of language and content", and the belief that "Language emerges most naturally in purposeful, language-rich, interdisciplinary study. Not surprisingly, numerous other researchers also proposed that integrating language and content should be of vital importance to ELL instructions.

Constantino and Lavendez (1993) proposed the integration of content area objectives together with language learning objectives, pointing out that "it is essential that teachers combine 'content area goals with some specific principles of learning in general, and language learning in particular, in order to move from the objectives of sets of activities that will provide meaningful learning'" (Hudelson, 1989, p. 139, cited in Constantino and Lavendez, 1993, p. 85). In addition, Shih (1992) advocated for developing "reading to learn" skills among ELL students in response to the fact that many ELL students could not follow up the high-paced learning in content-areas once they step into the mainstream classrooms: "'Study' reading, reading for in-depth comprehension and learning, is a special type of reading, demanding a different type of processing (in terms of focusing of attention, information encoding and retrieval) than reading for enjoyment or reading for general information. 'Studying is associated with the requirement to perform identifiable cognitive and/or procedural tasks… [to meet] the criteria on tasks such as taking a test, writing a paper, giving a speech, and conducting an experiment'" (Anderson & Armbruster, 1984b, p. 657, cited in Shih, 1992, p. 289). In order to help students "read to learn", Shih (1992) mainly focused on three aspects that teachers need to address: 1). Teach

comprehension strategies used by successful readers which include text structure knowledge, activating background knowledge, and cognitive strategies (p. 292); 2). The instruction on meta-cognitive strategies which, according to Jiménez and Gámez (1996), could be improved through "encouraging students to reflect on the activity of reading" (p. 89) (Shih, 1992, p. 24); 3). Select materials with care. Shih (1992) gave detailed instruction for teachers on how to select instruction materials: "reading materials and tasks should resemble materials and tasks students face in academic content classes, thus encouraging students to build repertoire of task and text appropriate discourse-processing strategies" (pp. 290-291).

Language use from student up

Language use from student up advocates that "the students use diverse language practices for purposes of learning, and teachers use inclusive language practices for purposes of teaching" (García and Sylvan, 2011, p. 397). This means that in action, teachers would encourage students to use whatever language students choose to support their learning, whether the teacher does or does not have knowledge in that language. Lucas and Katz (1994) also observed similar usage by effective classroom teachers who did not share the same home language with their students: in small group instructions, students had opportunities to speak their home language during classroom activities and instructions (p. 547); at the same time, the classroom teacher also "set up situations or activities especially calling for students to use their native languages with each other" (p. 554). At the same time, bilingual dictionaries as well as other classroom teachers were also encouraged to be used as resources conducive to students' learning (p. 550, p. 555).

Language use from student up encourages students to develop biliteracy or multiliteracy because competence in the literacy of both- or multi-languages would help students develop the metacognition in code-switching and use of different strategies for meaning-making when

encountered with different languages. Jiménez, García, and Pearson's research (1996) demonstrated how important such metacognition is for reading instruction: "successful Latina/o readers possess an enhanced awareness of the relationship between Spanish and English, and that this awareness leads them to use successfully the bilingual strategies of searching for cognates, transferring, and translating" (p. 106). Constantino and Lavendez (1993) also promote the development of biliteracy, arguing that such development would "enable them to build academic abilities in their native language while acquiring English" (p. 85).

Because of recent researches' support for developing students' native language literacy, instructional suggestions for developing biliteracy are non-exhaustive. Three methods are prevalent: 1) parental involvement (DaSilva Iddings & Katz, 2007, cited in Iddings, 2009, p. 311. Allen, 2007, Delgado-Gaitan, 2007); 2) students' family funds of knowledge (Moll et al., 1992), and 3) the use of translation in writing to promote students' sense of audience and voice (Martínez et al. 2008). Teachers need to be aware of the strategies proposed by the researches to support students' biliteracy development. Together with students' parents and community, teachers should be able to build a bridge between the students' home and school culture, thus achieving the goal of students' biliteracy development.

Experiential Learning

Corresponding with Dewey's exploratory learning as well as learning from experience, experiential learning is the "expansion of the schools beyond the four walls of the school building", and it motivates immigrant adolescents and enhances their capacity to negotiate their new bilingualism and successfully participate in society". Moreover, the "instruction of language, content, and skills is embedded in experiential projects that are carefully structured to incorporate student experience and build necessary back-ground knowledge" (García and Sylvan,

2011, p. 397). Such experience requires the use of relevant and authentic materials from students' community and back ground knowledge, as well as the experience of a school "outing" that incorporates hands-on learning experience to situate students in real-settings and use their language skills to discover, cooperate, and solve problems.

Transnational literacy proposed by Jiménez et al. (2009) could be a practical suggestion for teachers to adopt into their classrooms. According to the authors, transnational literacies "refer to the written language practices of people who are involved in activities that span national boundaries" (p. 17). Through going into students' neighborhood, collecting written signs and texts in both students' native language and English, analyzing the purposes of certain materials, translating the materials from Spanish to English (or vice versa), and encouraging students to interview and write about the people who made the signs, teachers could help students achieve different goals: first, the teacher who is not familiar with student's cultural heritage could go into the community and familiarize him/herself with the culture, thus harnessing a better understanding of students' home culture to inform future classroom instruction; second, because transnational literacies encompass multiple cultural groups in the community, it helps students of different cultural groups see the similarities and differences between themselves and other minority group students, thus building a more harmonious and warm classroom culture for plurality; third, it helps to build classroom instruction upon students' background knowledge, making instructions closer to students' home culture; and fourth, it engages ELL students more into participating in the curriculum of language, literacy, and content area learning (Jiménez et al. 2009, p. 18)

Interconnectedness for CLD Students

Building close teacher-student relationship is essential for effectively carrying out the learning activities and goals in the classroom. In Jiménez and Gámez's (1996) research on instructing middle school Latino/a students, the first thing that the researchers did was to develop "rapport with students" to "winning their confidence and gaining their trust" through devoting "attention" (p. 86). In Jiménez et al.'s (2009) transnational literacy article, the authors cited Valenzuela (1999) to demonstrate how important it is to show care to the students through getting to know their cultures (p. 16). García and Sylvan (2011) further proposed that "effective teachers are those who are culturally and emotionally responsive, who demonstrate genuine caring for their students, and whom [students] come to regard as "family" (p. 38).

All these researches highlight how important it is for teachers to build a caring and interpersonal relationships with their students, so that the students as well as the students' family could have a trusting relationship with the teacher, thus further promoting students' linguistic and cognitive development.

Conclusion

As a traditional immigration country, the United States has attracted, and is still attracting millions of immigrants each year. Each immigrant has his/her own version of the American dream. Be it a better job opportunity or a better education for their children, the dreams are always based upon an open and free cultural environment, advanced education system, and equal human rights propaganda. As a future teacher of CLD students, I have a greater job of helping the immigrants and their children fulfill their own American dreams. By positioning their ethnic and linguistic identities as well as thinking caused by the identities as the central resource in through the seven principles of plurilingual practices such as effective grouping, learner-centeredness, the integration of language and content, and the support of biliteracy development

through parental and community involvement, I could motivate CLD students who might have

difficulties cross their cultural boarders to think actively, and learn effectively, and eventually

become a successful learner who could navigate smoothly through different worlds.

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Appendices

Artifact A

The Puzzling Child Case Study

Wanqing L Apa, Vanderbilt Peabody College

Part I: Background, Diagnosis Summary, and Action Plan

Introduction

Imagine a student in your classroom. She is quiet, but works silently with her peers; she may not be your good reader, neither in oral reading nor comprehension, but she delights when she makes a little progress in reading; if you ask her, she would tell you that she used to be a struggling reader, but now she has been making progress. When you assess her with any given Informal Reading Inventory, her problem seemed to be in oral reading, since she was making so many careless mistakes such as inserting or substituting words. However, the school-wide standardized diagnostic test said otherwise, placing emphasis on comprehension such as key ideas and details, craft and structure, as well as vocabulary strategy as word study suggestions.

What would you do? Which one of the assessments reveals the true nature of the student's difficulty in reading? What exactly is her word knowledge stage? What other assessments should you run? What should be the appropriate instruction to improve her reading so that she is more motivated in the reading activity?

Such student becomes a puzzle child, one that needs the teacher to explore more in order to tailor her instruction for the appropriate and better literacy development of the student.

Background Information: The Context

Sophia (all names are pseudonyms for protection privacy) is such a student. A sixth grader, she is attending a metropolitan middle school in a middle-size central-south capital city in the United States. The location of the school district predicted the demographics of the school setting: because the school was situated in a district with higher concentration of Latino population, the majority (about 41%) of the students at the school was of Hispanic descent, followed by 27% of white, 26% of Black/African Americans, 7% of Asian/Pacific Islander, and less than 1% of American Indian/Alaska Native (greatschools.org, 2013). According to the

student profile, Sophia is part of the Latino population, and speaks Spanish as her first language. She was also categorized as and English Language Learner who has limited English proficiency. However, no evidence of her receiving any ELL service was on the profile, except for the personal account from the classroom teacher that she had requested translator when having a conversation with Sophia's mother (personal interaction, Jan 16th, 2014).

The classroom teacher, Ms. Rose, teaches literacy combined with social studies as content area. Ms. Rose indicated during an informal interview that she suspected Sophia having oral reading fluency concerns, which may have been influencing her comprehension of the text. She further indicated that although Sophia seemed to do what the teacher tells her to do at school, she hardly has any typical literacy interactions with her parent at home: "I don't think she does anything at home with her parent" (personal interaction, Jan 16th, 2014). When talking to the literacy coach about Sophia, she indicated that Sophia has had in-school reading clinic (tutoring) before, but her tutor just left. Since Sophia has almost no inventory data available, I came to the conclusion that the tutoring sessions she had before followed the general procedures at the school's reading clinic: 1) confidence reading often involving re-reading of the last session's material 2) tutor read-aloud and choral reading of the new material 3) word study or word games 4) some type of writing assignment connected to the new reading material.

Although I do think that the general procedure of the school's reading clinic is a valid and research-based practice, I also think that Sophia needs some more tailored instructions for tutoring that are informed by various assessment data. Therefore, before the tutoring session began, I administered the following assessments to gauge into Sophia's interests as well as current levels and concerns.

Assessment and Other Data

List of Assessments

Assessment	Date of Administration	Purpose	Result	Place in the Appendices
Reading Interest Inventory Retrieved from McKenna & Stahl: Assessment for Reading Instruction (2nd Edition)	Jan. 15, 2014	To get to know student's purposes of reading and extent of reading motivation and confidence	Sophia is pretty motivated in reading, especially when she is encouraged by the positive effects and affirmative comments of the classmates/classroom teachers; however, she does not seem to have much family interaction for reading	Appendix 1.1
Qualitative Reading Inventory-5	Jan. 15-Jan. 16, 2014	- To get to know student's reading levels - Analyze miscues and data to estimate student's	**Frustration Level: 4th grade Instructional Level : 3rd grade** (independent on comprehension, and instructional on oral	Appendix 1.2

		potential primary difficulties in reading	reading) **Independent Level:** **N/A**(independent comprehension in lower-grade, with oral reading scoring at instructional)	
Cloze Comprehension Assessment, self-designed	Jan. 16, 2014	To gain a basic impression on Sophia's comprehension skills	**Unsatisfactory result** could be from either or both of the following: 1) Student is not familiar with the activity and/or skills needed to get to the right answer, although teacher scaffolding and assistance was provided for the beginning blanks 2) The student has comprehension	Appendix 1.3

			issues	
Informal Phonics Assessment and Z-Test retrieved form McKenna and Stahl: Assessment for Reading Instruction (2nd. Ed.)	Jan. 23, 2014	To gauge into Sophia's ability in decoding	- Mastery level on Informal Phonics Assessment with minor issues on final consonant blends and "ng", short vowels in CVC words, and the rule of silent "e". - 92% accuracy on Z-Test	Appendix 1.4
Qualitative Reading Inventory-5, grade-level listening comprehension	Jan. 23, 2014	To determine whether comprehension is the primary issue for Sophia in reading	Sophia is not on grade level when the fluency factor is taken out. Therefore, comprehension should be her primary concern in reading	Appendix 1.5
Developmental Spelling Assessment (DSA) in Word	Jan. 28, 2014	To determine Sophia's word knowledge stage and specific	Sophia scored Within Word/Syllable Juncture during the screening test, but	Appendix 1.6

Journeys by Kathy Ganske		features that the tutoring could strengthen	further comprehensive feature assessment demonstrated that her developmental spelling stage is Within Word (WW). In WW, instructions should lay in selective "other long vowels", "complex consonants", "abstract vowels", and "r-controlled vowels"	

Analysis of the Assessment Data

The reading interest and self-perception inventory (please refer to appendix 1.1) I selected from McKenna and Stahl's book (2009) reveal that Sophia is a student that is still motivated in reading despite her seemingly low reading performance. The self-perception inventory further indicates that her motivation mainly comes from the success and improvement she has experienced compared to her initial frustration in reading in early grades. As stated above, she delights in the progress she has made in both oral reading and comprehension, and thinks that she is much better at oral reading and comprehension than she used to be. However, there is

still improvement space: she feels undecided about whether she is a "good reader" both

perceived by others and herself, and feels that the worst thing about reading is "it takes forever"

(Appendix 1.1: Here's How I Feel about Reading). In addition, among the various reading topics

presented to her, Sophia rated "A" for topics like spiders, snakes, drawing and painting, monsters

and ghosts etc. (Appendix 1.1: Tell Me What You like!). Because of the prevalent "A" for topics

concerning monster, I later chose this topic for selecting the tutoring material for Sophia.

     Upon first listening to Sophia's reading and looking at her assessment data on the

Informal Reading Inventory (please refer to Appendix 1.2), it seems that she struggles with

reading fluency, which further impeded her comprehension. This observation matches Sophia's

classroom teacher's concern. However, closer analysis and multiple diagnostic assessments

looking at her other areas of reading revealed quite different results. Although she seemed to

make numerous careless mistakes during oral reading, substituting and inserting words, the

accuracy rate was always within the 90% range when calculated (please refer to Appendix 1.2).

If one counts total acceptability which only counts meaning-changing miscues, she was actually

independent even on the fifth grade level passage. However, comprehension started to dwindle

from 3rd grade level and continued to 4th and 5th grade (frustration). Yet, one cannot make a

definite decision about a student's learning needs from one measurement, rather, "It is important

to examine assessment results in more than one way because different measures can provide

different insights" (Lipson, Chomsky-Higgins, and Kanfer, 2011, p. 207). According to

McKenna and Stahl (2009), cloze assessment is a possible way to assess comprehension because

"the ability to provide logical replacement words is thought to indicate the extent to which a

student is able to comprehend the material" (p. 164). Meanwhile, a listening comprehension for

on-grade-level text could also rule out the disturbance of oral reading fluency and assess

comprehension by itself. As a result, both the cloze assessment (please refer to Appendix 1.3) as well as the grade-level listening comprehension test (please refer to Appendix 1.5) confirmed that Sophia's primary concern in reading does lay in comprehension and comprehension strategies.

Above said, word knowledge and word study are still important and need to be emphasized in reading instruction. The Developmental Spelling Assessment (DSA, please refer to Appendix 1.6) shows that Sophia is in high Within Word (WW) stage as her developmental stage, which means that she starts to chunk words into different patterns and mastered some word features (Ganske, 2000, p. 13) such as "the magic 'e'" (vowel-consonant-e), some long vowel marks, r-controlled vowels, and other abstract vowels. Correspondingly, on Sophia's DSA, she showed mastery on the "magic 'e'" pattern (as in "c<u>u</u>te"), some mastery on r-controlled vowels (like "sh<u>or</u>t") and abstract vowels (as in "p<u>oi</u>nt"), and less mastery in other long vowels (like "st<u>ee</u>p") and complex consonants (as in "mi<u>ght</u>"). Moving up one stage, Sophia is in the low of the Syllable Juncture (SJ) stage, and will need instructions on doubling and e-drop with "ed" & "ing" (as in "ma<u>king</u>", 2 out of 5 mastered), other syllable juncture doubling (as in "tennis", 2 out of 5 mastered), stressed syllable long vowels (as in "esc<u>a</u>pe", 2 out of 5 mastered), unstressed syllable patterns (as in "ma<u>jor</u>", 1 out of 5 mastered), and stressed syllable r-controlled vowels (as in "<u>ter</u>mite", 0 out of 5 mastered). Because instruction needs to build on what student already knows, word study instruction will tackle Sophia's needs in the WW features first, from least mastered to most mastered, and then move on to other needs of word features demonstrated in the SJ stage.

Another source of the assessment data comes from the one that Sophia's school is using. This year, Sophia's school has implemented the STAR assessment which combines screening,

diagnostic, and progress monitoring assessments together, and gives instruction suggestions to

classroom teachers based on both Common Core State Standards (CCSS) as well as the School

Performance Index (SPI). The literacy coach made it explicit that the instruction plan had to take

the data in STAR assessment into consideration. The literacy coach's requirement made sense

because, firstly, STAR assessment provides another source for which the student performance is

evaluated and suggestions were made for teachers in alignment with different standards;

secondly, because the school uses the assessment as progress monitoring that happens regularly,

the student would have a standardized progress monitoring assessment in addition to the

informal ones that I will be running to trace her progress as the tutoring goes along. In any ways,

the STAR assessment data would be an effective addition to the student's profile that would

inform my instruction. Looking at the student's STAR assessment and suggested instructional

areas (data is confidential) added new light to the instructional plan. According to the STAR

diagnostic report, Sophia needs immediate attention on the following areas: range of reading and

level of text complexity, key ideas and details, and integration of knowledge and ideas. In the

meantime, craft and structure is on the borderline as well. Looking at the suggested focus skills

that Sophia needs to improve, four skills in two major areas which other formative assessments

also pinpoint stand out: for comprehension, text structure and textual details that support main

idea or author's opinion stand out as the core skills to teach; in word knowledge and fluency,

syllabication (segmenting a multisyllabic word) for recognizing multisyllabic words as well as

morphology as a strategy for determining the meaning of an unknown multisyllabic word need to

be taught explicitly. In addition, STAR assessment indicated that Sophia is reading

instructionally on a 4th grade (1st month) level and suggested 4th-grade level instructional

materials, which is one grade level higher than what the IRI showed; however, because Sophia's

reading concerns lay in comprehension instead of oral fluency, I believe that 4th grade materials with appropriate teacher scaffolding and reading strategies would still be within Sophia's Zone of Proximal Development.

Suggested Instruction for Tutoring

Combining the data from other assessments, I propose that the instruction for Sophia's tutoring should focus on text comprehension in combination of re-reading strategy to foster fluency and word knowledge (Staudt, 2011, p. 144).

For text comprehension, I will be using the think-aloud protocol to focus on summarizing and looking for textual details. To better cater the child's interest, I will be *using Mythical monsters: Legendary, fearsome creatures* by Scholastic. If the informational text contains other types of text such as narration to tell the story of a monster, I will also draw student's attention on how the language and structures could be different from the previous tone. For each passage in the book, I will generate questions about the passage prior to the tutoring session, and model think-aloud to answer one of them, while leaving the rest to the student to see whether she has understood the procedure and comprehended what she has read. Meanwhile, multisyllabic words and new vocabulary would also be scaffolded using think-aloud for possible word knowledge strategies such as the use of morphology or context. Afterwards, the student would also do word sort activity if the text involves one of the targeted word patterns in WW stage demonstrated in the DSA. This session will occupy the entire first tutoring hour of the week.

To pair the informational text, I will be using poems about monsters found on the internet to both use as a means for fluency and a means for practice looking for textual details. The poem would usually be one that describes the "monster of the week" that we are studying. For fluency,

I will be using a short version of the repeated reading Fluency Development Lesson (FDL) protocol developed by Rasinski, Padak, Linek and Sturtevant (1994). The procedure is as follows:

1). If there is any poem learned the previous week, the student would perform the already-learned poem to the teacher

2). The teacher introduces a new poem about the monster of the week, and read aloud to the student as the student follows silently.

3). If the poem involves multisyllabic words or targeted word features demonstrated in the DSA assessment, the teacher and the student would talk about the words, and have the student try to use think-alouds taught the previous session and figure out the pronunciation and/or meaning of the word. Later, the student would do a word sort.

4). The student tries out the poem either by herself, or chorally with the teacher, depending on the difficulty of the poem.

5). The teacher and the student talk about the content of the poem, including what monster it is talking about, and how it is the same/different from the same monster they are reading in the informational text the previous day. The student needs to draw textual evidence from both passages to support her claim.

6). The student will write either a compare and contrast paragraph about how different the poem and the informational text delineate the monster, or she could generate her own monster poem using features and sentences in the both passages. Found Poems are highly encouraged because textual details will be revisited and used.

7). The student takes a copy of the poem back to home, and practice it during the week until the next week's poetry session to perform to the teacher. The student is also encouraged to perform the poetry to family members. If the student generated a poem on her own, she is also encouraged to perform the poem in front of the class and/or at home.

The poetry session will take up the second tutoring hour of the week.

Another area of concern is the fact that Sophia is considered as English Language Learners (ELL)/Limited English Proficiency (LEP). During my interaction with and observation of Sophia using the Student Oral Language Observation Matrix (SOLOM), I did not even find that Sophia had oral language proficiency concerns. Therefore, I wonder whether Sophia being categorized as ELL/LEP had something to do with her Cognitive Academic Language Proficiency (CALP), which involves academic vocabulary and other aspects of content-area literacy skills. Therefore, further assessment may emerge if Sophia showed some needs in CALP, and will be addressed on the problem is confirmed.

The Action Plan below is a blue print for the semester's tutoring session which is informed by all the assessment data and outside assessment sources about the Sophia, including anecdotal interview notes and the assessment that the student is mandated to take from the school. I believe that an assessment-driven and assessment-informed instructional plan would pave the way for effective tutoring sessions for Sophia to come.

Action Plan

Tutor: Wanqing Apa

Tutee: Sophia

Instructional Action Plan

Learner's Instructional Reading Level, Based on IRI: 3rd grade and 4th grade on familiar topic

3 Key Interests of the Learner:

1. Monsters (including spiders, snakes, and ghosts)

2. Reading to herself

3. Cooking

Areas of Primary Strength and Concern, AND the Evidence that Reveals This:

- **Areas of Strength:**

    o Highly motivated, especially when progress is shown (The Reader Self-
      Perception Scale)

    o Good decoding skills, and relatively fluent reading (QRI 5 with calculated
      accuracy rate and total acceptability)

- **Areas of Concern:**

    o Comprehension (QRI 5 in higher grade levels; QRI 5 on-grade-level listening
      comprehension; cloze assessment on werewolves)

    o Careless oral reading (teacher's record on QRI 5 passage oral reading)

Tutoring Goals:

- Consider the child's strengths, and set 1-2 goals that you plan to try to build upon.

    o **Goal #1:** SWBAT develop strategies from reading interested topics to build
      stamina for unfamiliar and uninteresting topics and texts.

This goal builds on the student's high motivation with successful and confidence

reading, and develops strategies for the student to tackle more difficult, on-demand

reading she may encounter in standardized testing as well as future college- and

career reading. Stamina for unfamiliar and uninteresting topics for the student will be

an important step towards meeting the CCSS and becoming college- and career ready.

- o **Goal #2**: SWBAT build on and fortify previous decoding skills to be able to

  identify and decode unfamiliar and unknown words

  For now, student's reading fluency is relatively satisfactory. However, word

knowledge assessment still shows the needs to improve on certain word features to be

able to achieve high automaticity and acquire new vocabulary more successfully.

- Consider the child's next steps, boundaries, and set 1-2 goals related to areas you plan to

  try to extend and develop.

  - o **Goal #1:** SWBAT use comprehension strategies such as summarization (retelling),

    textual details, and text structure to aid comprehension

    Various assessment data show that the student's major concern lies in

comprehension. Therefore, building comprehension skills ideally would improve the

student's total performance in reading, and increase her motivation and confidence as

a reader, achieving the goal of "reading to learn" in upper elementary/early middle

school years.

  - o **Goal #2:** SWBAT use word feature knowledge and strategies (such as

    morphology and contextual clues) to determine the meaning of unknown words in

    a passage to aid comprehension

DSA data show that Sophia needs instruction on word features. Mastery in word features and decoding would benefit Sophia in more complicated texts and new vocabulary acquisition.

Implications for instruction

- Combine comprehension strategies into different genres of texts as well as the practice for fluency. Chard et al. (2002) proposed that "combining repeated reading with comprehension activities led to improved fluency and comprehension skills" (as cited in Staudt, 2011, p. 144). Moreover, different genres of texts help the student see the differences between various types of texts and text structures, and help the student attain the "range of reading" and "level of text complexity" that CCSS demands and that the STAR assessment suggests the student to improve.

- Incorporate word-level study that would further facilitate comprehension. Word-level studies focusing on strategies and vocabulary could further facilitate comprehension.

Possible Texts to Be Used

- Mythical Monsters: Legendary, Fearsome Creatures (multiple entries)

- Monster poems found online and in other literature

Area for Development and Strategies/Techniques

- Comprehension Strategies

    o Summarizing and looking for textual details

    o Identifying unknown words using morphology or syllabication

- Fluency

    o Careful reading to ensure the meaning and flow of certain genres of texts

Materials Other than Texts

- Composition book

- Word sort activities created by the tutor

Routine for the Tutoring Time: 30-minute sessions, two times a day on Tuesdays and

Thursdays

Unanswered Questions: What is the student's Cognitive Academic Language Proficiency

(CALP)? Would the child's Spanish ability of any help to her academic English proficiency?

Would CALP be a concern during tutoring? (If so, the Bilingual Verbal Ability Test [BVAT]

may be administered during the tutoring session with the help of the school translator)

Conclusion

The section above summarizes the student's profile as well as the initial diagnostic

assessments administered in order to inform the semester's tutoring instruction. Together with

the data-driven instruction plan, progress monitoring assessments, additional assessments, as

well as appropriate adjustment to the instruction will be made to further cater the student's

specific need as the tutoring session goes along.

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Appendix 1.1

The Reader Self-Perception Scale scoring sheet

Student name ___Sophia___

Teacher ___

Grade ___6___   Date ___Jan 15/14___

Scoring key: 5 = Strongly Agree (SA)
              4 = Agree (A)
              3 = Undecided (U)
              2 = Disagree (D)
              1 = Strongly Disagree (SD)

Scales

General Perception	Progress	Observational Comparison	Social Feedback	Physiological States
1. 3	10. 5	4. 2	2. 3	5. 1
	13. 4	6. 2	3. 4	8. 4
	15. 5	11. 1	7. 2	16. 4
	18. 5	14. 5	9. 4	21. 5
	19. 4	20. 2	12. 3	25. 4
	23. 4	22. 4	17. 3	26. 5
	24. 4		30. 3	29. 4
	27. 5		31. 3	32. 5
	28. 4		33. 2	

Raw score	40 of 45	16 of 30	27 of 45	32 of 40

Score interpretation

High	44+	26+	38+	37+
Average	39	21	33	31
Low	34	16	27	25

The Reader Self-Perception Scale

[PS]	21. I feel calm when I read.		(SA)	A	U	D	SD
[OC]	22. I read more than other kids.		SA	(A)	U	D	SD
[PR]	23. I understand what I read better than I could before.		SA	(A)	U	D	SD
[PR]	24. I can figure out words better than I could before.		SA	(A)	U	D	SD
[PS]	25. I feel comfortable when I read.		SA	(A)	U	D	SD
[PS]	26. I think reading is relaxing.		(SA)	A	U	D	SD
[PR]	27. I read better now than I could before.		(SA)	A	U	D	SD
[PR]	28. When I read, I recognize more words than I used to.		SA	(A)	U	D	SD
[PS]	29. Reading makes me feel good.		SA	(A)	U	D	SD
[SF]	30. Other kids think I'm a good reader.		SA	A	(U)	D	SD
[SF]	31. People in my family think I read pretty well.		SA	A	(U)	D	SD
[PS]	32. I enjoy reading.		(SA)	A	U	D	SD
[SF]	33. People in my family like to listen to me read.		SA	A	U	(D)	SD

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The Reader Self-Perception Scale

Listed below are statements about reading. Please read each statement carefully. Then circle the letters that show how much you agree or disagree with the statement. Use the following:

> SA = Strongly Agree
> A = Agree
> U = Undecided
> D = Disagree
> SD = Strongly Disagree

Example: **I think pizza with pepperoni is the best.**   SA   A   U   D   SD

If you are *really positive* that pepperoni pizza is best, circle SA (Strongly Agree).
If you *think* that it is good but maybe not great, circle A (Agree).
If you *can't decide* whether or not it is best, circle U (Undecided).
If you *think* that pepperoni pizza is not all that good, circle D (Disagree).
If you are *really positive* that pepperoni pizza is not very good, circle SD (Strongly Disagree).

	1. I think I am a good reader.	SA A (U) D SD
[SF]	2. I can tell that my teacher likes to listen to me read.	SA A (U) D SD
[SF]	3. My teacher thinks that my reading is fine.	SA (A) U D SD
[OC]	4. I read faster than other kids.	SA A U (D) SD
[PS]	5. I like to read aloud.	SA A U D (SD)
[OC]	6. When I read, I can figure out words better than other kids.	SA A U (D) SD
[SF]	7. My classmates like to listen to me read.	SA A U (D) SD
[PS]	8. I feel good inside when I read.	SA (A) U D SD
[SF]	9. My classmates think that I read pretty well.	SA (A) U D SD
[RR]	10. When I read, I don't have to try as hard as I used to.	(SA) A U D SD
[OC]	11. I seem to know more words than other kids when I read.	SA A U D (SD)
[SF]	12. People in my family think I am a good reader.	SA A (U) D SD
[RR]	13. I am getting better at reading.	SA (A) U D SD
[OC]	14. I understand what I read as well as other kids do.	(SA) A U D SD
[RR]	15. When I read, I need less help than I used to.	(SA) A U D SD
[PS]	16. Reading makes me feel happy inside.	SA (A) U D SD
[SF]	17. My teacher thinks I am a good reader.	SA A (U) D SD
[RR]	18. Reading is easier for me than it used to be.	(SA) A U D SD
[RR]	19. I read faster than I could before.	SA (A) U D SD
[OC]	20. I read better than other kids in my class.	SA A U (D) SD

(continued)

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Here's How I Feel about Reading

Name ___Sophia___

I like to read about ___Goosebumps Stories___

My friends think reading is ___OK___

My favorite book is ___Son of Slapy___

At home, reading is ___OK. I read by myself whatever I like.___

On weekends, my favorite thing to do is ___be with my cousins___

When I get older, I'll read ___how to be a better cook___

I like books about ___monsters___

When we read library books at school, I ___read it almost everyday after work. I like reading___

The best thing about reading is ___you get to know stuff that is true or not true___

The worst thing about reading is ___it takes forever.___

Tell Me What You Like!

Name   Sophia

Which topics do you like the most? Pretend you're a teacher and give each one of these a grade.
Give it an *A* if you really like it, a *B* if you like it pretty well, a *C* if it's just OK, a *D* if you don't like
it, and an *F* if you can't stand it! If I've missed some topics you really like, please write them on the
lines at the bottom of the page.

D	sports	A	monsters
B	animals	D	horses
C	magic	D	detectives
B	jokes	D	love
A	exploring the unknown	D	famous scientists
C	sharks	A	ghosts
D	camping	B	other countries
D	UFOs	A	dogs
A	spiders	A	cooking
C	the jungle	A	the ocean
A	drawing, painting	A	music
B	riddles	B	science fiction
D	friendship	A	cats
A	snakes	C	families
C	the wilderness	C	the desert
D	fishing	A	computers

What other topics do you really like? Write them here:

_____

_____

_____

Appendix 1.2
Examiner Word Lists

Sixth

	Identified Automatically	Identified
1. sewed	seaweed	
2. controlled	C	
3. championships	C	
4. possessions	possession	
5. moisture	C	
6. memories	C	
7. abolish	abolish	
8. pyramids	C	
9. emerge	C	
10. temperature	C	
11. humidity	C	
12. insistent	instinct	
13. irrigated	irrigate	
14. thrived	C	
15. slavery	C	
16. evaporate	vaporate C	
17. classified	C	
18. preserved	C	
19. fashioned	C	
20. courageous	—	SC

Total Correct Automatic	13 /20 =	65 %
Total Correct Identified	1 /20 =	5 %
Total Number Correct	14 /20 =	70 %

Upper Middle School

	Identified Automatically	Identified
1. businesswoman		
2. settlement		
3. infrared		
4. fusion		
5. nebula		
6. emulate		
7. articulate		
8. encyclopedia		
9. persecution		
10. inevitable		
11. gravity		
12. nuclear		
13. assimilate		
14. riffling		
15. helium		
16. migration		
17. immigrants		
18. miserable		
19. berths		
20. oppressed		

Total Correct Automatic	___ /20 =	___ %
Total Correct Identified	___ /20 =	___ %
Total Number Correct	___ /20 =	___ %

LEVELS		
Independent	Instructional	Frustration
18–20	14–17	below 14
90–100%	70–85%	below 70%

Examiner Word Lists

Fourth

	Identified Automatically	Identified
1. sunlight		
2. desert		
3. crops		
4. engine		
5. favorite		
6. adaptation		
7. weather		
8. pond		
9. illustrated		
10. ocean		
11. pilot		
12. fame		
13. precious		
14. settlers		
15. guarded		
16. passenger		
17. memorize		
18. environment		
19. adventurer		
20. invented		

Fifth

	Identified Automatically	Identified
1. attend	C	
2. protest	C	
3. movement	C	
4. biography	C	
5. attention	C	
6. capture	C	
7. oxygen	C	
8. tales	C	
9. creature	C	
10. obstacles		C
11. divorced		C
12. registration	nostrition	
13. arrested	C	
14. poison	C	
15. material	C	
16. bulletin	bullet	
17. giant	C	
18. fluent	C	
19. pioneers	C	
20. pouch	C	

Total Correct Automatic ____/20 = ____%
Total Correct Identified ____/20 = ____%
Total Number Correct ____/20 = ____%

Total Correct Automatic 16 /20 = 80 %
Total Correct Identified 2 /20 = 10 %
Total Number Correct 18 /20 = 90%

LEVELS		
Independent	Instructional	Frustration
18–20 90–100%	14–17 70–85%	below 14 below 70%

Level: Five

Narrative

Concept Questions:

Who was Martin Luther King?

He was the president for the black people for tying to stand up for black people so they can raise freedom (3 (2) 1-0)

What is racism?

It's when people don't like other people's skin color, or religion (3 (2) 1-0)

What is Washington, D.C.?

That's where all the presidents do the speech (3-(2) 1-0)

What does "equal rights for blacks" mean to you?

I'm not sure. Live on fairness Equal rights for blacks compared to Whites, Mexicans & other people around the world (3 (2) 1-0)

Score: _8_ /12 = _67_ %

___ ✓ ___ FAM ___ UNFAM

Prediction:

It's going to be About his childhood, what he's been going through, and it's going to talk about his speech about black people "Martin Luther King, Jr." being with black people

When Martin Luther King, Jr., was a boy, many laws would not allow black people to go to the same places as whites. Some people thought blacks were not as good as whites. Black children could not attend some schools, and certain restaurants had signs that said "whites only." Blacks could not sit in the front of a bus and, if a bus got crowded, they would had to give up their seat to a white person. King did not agree with laws like these, for he believed that all people were equal. He did not think that skin color should keep people apart. Laws separating blacks and whites were unjust, and these King decided to protest such laws.

Many people organized to help him. King said that they must protest in a peaceful way. King told his followers to "meet hate with love." In Montgomery, Alabama, Rosa Parks, a black woman, was arrested and fined for not giving up her seat to a white man on the bus. King led the movement of to protest this action. Thousands of people refused to ride the buses. The bus companies began to lose money. In time the law was changed. King traveled to many cities. He talked to the people and led them in peaceful marches.

More and more people heard about King's peaceful protests and joined him. King led a march to our certain center of government, Washington, D.C., to ask that the unjust laws be changed. Finally, the United States Supreme Court agreed with King. The separate laws separating blacks and whites were changed. King was given the Nobel Peace Prize for his work.

Level: Five

Today people still admire King because he fought
~injustice (3)~
for ~justice~ in a peaceful way. January 15 was named

as (a) national holiday in honor of Martin Luther

King, Jr. (297 words)

Number of Total Miscues
(Total Accuracy): _____ 19 _____

Accuracy
Rate
93.6%

Number of Meaning-Change Miscues
(Total Acceptability): _____ 3 _____

Total Accuracy		Total Acceptability	
0–7 miscues	___ Independent	✓	0–7 miscues
8–31 miscues	✓ Instructional	___	8–16 miscues
32+ miscues	___ Frustration	___	17+ miscues

Rate: 297 × 60 = 17,820/ ____ seconds = ____ WPM

Correct WPM: (297 – ____ errors) × 60 =
                    ____ / ____ seconds = ____ CWPM

Retelling Scoring Sheet for "Martin Luther King, Jr."

Setting/Background

___ When Martin Luther King, Jr., was a boy,
___ laws would not allow blacks
___ to go to the same places
___ as whites.
___ People thought
___ blacks weren't as good
___ as whites.
4 Black children could not attend some schools.
1 Certain restaurants had signs
2 that said

3 "whites only."
5 Blacks could not sit
6 in front
7 of a bus.
8 If the bus got crowded,
9 they had to give up their seat
10 to a white.

Goal

14 King did not agree
15 with these laws.
___ He believed
11 that all people are equal.
___ He decided
___ to protest these laws.

Events

___ King said
___ they must protest
12 in a peaceful way.
___ In Alabama,
___ Rosa Parks was arrested
___ for not giving up her seat
___ to a white man.
___ King led a movement
___ to protest this action.
___ Thousands refused
___ to ride the buses.
___ The bus company lost money.
___ The law was changed.
13 King led a march
___ to our center of government,
___ Washington, D.C.,
___ to ask
___ that the laws be changed
___ the unjust laws.

Resolution

___ The Supreme Court agreed.
1 The laws were changed
___ laws separating blacks and whites.
16 King was given a prize
___ the Nobel Peace Prize
___ for his work.

Level 5

Level: Five

_17_ People still admire King.
_18_ January 15 was named
_19_ as a holiday
___ a national holiday
_20_ in honor of King.

53 Ideas

Number of ideas recalled | 20

Other ideas recalled, including references:

Questions for "Martin Luther King, Jr."

1. What was Martin Luther King's main goal?
   Implicit: he wanted equality for black people

   I'm not sure

2. Why had people made laws separating blacks and whites?
   Implicit: they thought blacks were not as good as whites ✓

   they thought white people were better then them

3. In some cities, what did blacks have to do on a crowded bus?
   Explicit: give up their seat to a white person ✓

   they would have to stand up so the whites could sit

4. Why was Rosa Parks arrested?
   Explicit: she refused to give up her seat ✓

   Cuz she was tired of standing up, and she didn't give her seat up for this man

5. What did many people do to protest Rosa Parks's arrest?
   Explicit: they refused to ride the buses

   they try to agree with her.

6. What happened when people refused to ride the buses?
   Implicit: the law was changed. If the student says, "The bus companies lost money," ask "What happened because of that?"

   ~~Now~~ Now in reality, people don't ride buses anymore.

7. Why was Washington, D.C., an important place to protest unjust laws?
   Implicit: it is where the president and government officials are, so they would see the protest

   Because there is a big president's house. People would try to protect him (King) from the other people that's where the Supreme Court was at, so it was closer to the house.

8. Name one way in which Martin Luther King was honored for his work.
   Explicit: the Nobel Peace Prize; _or_ the national holiday ✓

   they put his name on Jan 15. cuz it was a holiday honor

Without Look-Backs

Number Correct Explicit: _3_
Number Correct Implicit: _1_
      Total: _4_

___ Independent: 8 correct
___ Instructional: 6–7 correct
✓ Frustration: 0–5 correct

With Look-Backs

Number Correct Explicit: _3_
Number Correct Implicit: _2_
      Total: _5_

___ Independent: 8 correct
___ Instructional: 6–7 correct
✓ Frustration: 0–5 correct

Level 5

Level: Four
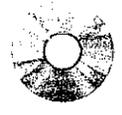
Expository

Concept Questions:

What are railroads?

the tracks that go for the train. So the train would be able to cross _____ ③2-1-0)

What is steam?

it's like smoke. When you boil hot water, the steam comes up _____ (3-2①-0)

Why do people run races?

to prove that they are better _____ ③2-1-0)

What is travel?

When people go to different places and discover new things _____ ③2-1-0)

Score: __10__ /12= __83.3__ %

__✓__ FAM _____ UNFAM

Prediction:

About how/what railroads are made out of; how they are used, and when they start making railroads.

"Early Railroads"

Railroads began as rails laid down on the in a road. The rails were made out of wood topped with iron. Horses pulled carts running along the rails. The rails were smoother than the roads so the horses could pull the carts faster than they could pull wagons over roads.

Then Peter Cooper [Copper] got a better idea. Why not develop a steam engine [loment①], or locomotive, to pull the carts? He believed a steam engine would be able to pull heavier loads faster than horses could.

In 1830, Cooper built a steam-powered engine [weited②]. It was small and weighed barely a ton. Because of its small size, it became known as the Tom Thumb, who was a tiny hero [herio③] in old English stories. Cooper wanted to let people know about this his new machine so he advertised a race between the Tom Thumb and a gray horse.

On an August day that year, the locomotive and the gray horse lined up side by side. Cooper stood in at the controls of the Tom Thumb. Then The race began. At first the horse pulled up ahead. Then the train picked up a speed and soon as it was neck and neck with the horse. Then the Tom Thumb pulled ahead and a great cheer went up.

But suddenly it was a safety valve in the engine broke [leave④]. The locomotive slowed and then it fell behind the horse. Although Tom Thumb lost the race, steam R engines would soon take over from horses.

Over the next 20 years, railroads replaced canals as the easiest and cheapest way to travel. By 1840, the United States had about 3,000 miles of railroad tracks. This was almost twice as much as

Level: Four

Europe. A person could travel about 90 miles by railroad in just a few hours. Such a trip took a day and a half by horse-drawn wagon. (297 words)

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Number of Total Miscues
(Total Accuracy): __22__   Accuracy 93% Rate

Number of Meaning-Change Miscues
(Total Acceptability): __4__

Total Accuracy		Total Acceptability	
0–7 miscues	___ Independent	√	0–7 miscues
8–31 miscues	√ Instructional	___	8–16 miscues
32+ miscues	___ Frustration	___	17+ miscues

Rate: 297 × 60 = 17,820/____ seconds = ____ WPM

Correct WPM: (297 – ____ errors) × 60 =
____/____ seconds = ____ CWPM

Retelling Scoring Sheet for "Early Railroads"

Main Idea

___ Railroads began as rails
___ laid down in a road.

Details

_3_ The rails were wood
_4_ topped with iron.
_1_ Horses pulled carts
_2_ running along the rails.
___ The rails were smoother
___ than the roads
___ so the horses could pull the carts
___ faster.

Main Idea

_5_ Peter Cooper got an idea.

Details

_6_ Why not develop a steam engine,
___ or locomotive,
_7_ to pull the carts?
___ He believed
___ an engine would be able to pull heavier loads
___ faster
___ than horses could.

Main Idea

___ In 1830,
___ Cooper built a steam engine.

Details

___ It was small.
___ Because of its size,
___ it became known as the Tom Thumb.
___ Tom Thumb was a tiny hero
___ in old stories.

Main Idea

___ Cooper wanted people to know
___ about his machine
___ so he advertised a race
___ between the Tom Thumb
_8_ and a horse.

Details

___ On an August day,
___ the locomotive
___ and the horse lined up.
___ The race began.
___ At first,
___ the horse pulled ahead.
___ Then the train picked up speed.
___ Soon it was neck and neck.
___ Then Tom Thumb pulled ahead
___ and a cheer went up.
___ But a valve broke.
___ The locomotive slowed
___ and fell behind the horse.

Main Idea

___ Although Tom Thumb lost the race,
___ engines would take over from horses.

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Level: Four

Details

_9_ Over the next 20 years,
___ railroads replaced canals
_10_ as the easiest
_11_ and cheapest way to travel.
_12_ By 1840,
___ the United States had 3,000 miles
_13_ of tracks.
___ A person could travel 90 miles
___ by railroad
___ in a few hours.
___ Such a trip took a day and a half
___ by wagon.

57 Ideas

Number of ideas recalled ___13___

Other ideas recalled, including inferences:

Questions for "Early Railroads"

1. What is this passage mainly about?
   Implicit: a race between the first steam engine
   and a horse; *or* how the steam engine replaced
   the horse in hauling things and people
   railroad, how they were built and
   what they were used for.

2. Why did Peter Cooper build a steam engine?
   Implicit: it could pull heavier loads and go faster
   than horses (If the students says, "to make ✓
   money," ask, "Why would it make money?")
   It could pull more, heavier stuff
   than using horses

3. Why was the first steam engine called Tom
   Thumb?
   Explicit: it was small and Tom Thumb was
   small   because is was
   not sure   It was
                  small and it
                  weighed a
                  ton

4. Why did Cooper set up the race between Tom
   Thumb and the horse?
   Explicit: to let people know about the engine ✓

   So he could show that the
   engine's better than the
   horse

5. How do you know that people who watched
   the race wanted Tom Thumb to win?
   Implicit: they cheered when Tom Thumb pulled
   ahead because they thought the
   engine was better. People were surprised.

6. Even though the horse won the race, why
   could you say that Tom Thumb really won?
   Implicit: because steam engines later replaced
   horses Because his engine broke.
   the idea was better, but it wasn't
   fully complete.

7. Why did the horse win the race? ✓
   Explicit: a part of the locomotive's engine broke
   the engine broke

8. By 1840, what country had more miles of rail-
   road track?
   Explicit: United States ✓
   US

Without Look-Backs	
Number Correct Explicit:	_3_
Number Correct Implicit:	_1_
Total:	_4_
___ Independent:	8 correct
___ Instructional:	6–7 correct
✓ Frustration:	0–5 correct

With Look-Backs	
Number Correct Explicit:	_4_
Number Correct Implicit:	_1_
Total:	_5_
___ Independent:	8 correct
___ Instructional:	6–7 correct
✓ Frustration:	0–5 correct

Level 4

Narrative

Concept Questions:

What does "celebration" mean?

When you are happy for someone, you throw a party

(3-②-1-0)

What does it mean for you to miss someone?

When they've been gone for a very long time, and you haven't seen them

(③-2-1-0)

If you are sad, how can someone cheer you up?

Spending time with him/her.

(③-2-1-0)

How many candles are on a birthday cake?

depends on how old you turn

(③-2-1-0)

Score: _____ /12= _____ %

_____ FAM _____ UNFAM

Prediction:

about Rosa's birthday, and they gave her a big surprise party. Family and friends there

"A Special Birthday for Rosa"

Today was the day Rosa had ~~eagerly~~ urgently⁰ been waiting for, her birthday! She was very happy but she also felt sad. This would be the first birthday that she would celebrate without all her family around her. The company that Rosa's father worked for had given him a wonderful promotion. But this meant that Rosa, her parents, and her little brother, Jose, had to move to another state. Rosa liked her new home and her friends. But, she really wanted to celebrate her birthday ~~with~~ around her grandparents, aunts, uncles, and cousins all around her.

They had sent presents but it wouldn't be the same if she couldn't thank them in the person. They wouldn't be there to watch her blow out all the candles. And what kind of a birthday would it be without listening to her grandparents' stories about growing up in Italy and Cuba? Also, four people could never sing as loudly or joyfully as her whole family could sing together!

That night, Mama made Rosa's favorite meal. Afterwards, there was a beautiful cake. Mother, Father, and Jose sang "Happy Birthday" while the eight candles glowed. Rosa made a wish, took a deep breath, and blew out all the candles. "I know I won't get what I wished for," she said to herself, "but I'm going to wish for it anyway."

Then it was time for the presents. Rosa's father gave her the first present. It was a DVD. "I think we should play it right now before you open any more presents," her father said. He put the DVD into the

Level: Three

player. Suddenly, there on the television screen was the rest of Rosa's family smiling and waving and wishing her a happy birthday. One by one, each person on the DVD asked Rosa to open the present they had sent. Her father put the DVD on pause while Rosa did this. Then they explained why they had chosen that gift especially for Rosa. After all the presents were unwrapped, her family sang some favorite songs and Rosa, her mother, father, and Jose joined in.

Then, Rosa's grandfather spoke to her. "Rosa, this is a new story, one you have never heard before. I am going to tell it to you as a special birthday gift. It is about my first birthday in this country when I was very lonely for my friends and family. It is about how I met your grandmother." When Grandfather was finished, he and Grandmother blew Rosa a kiss and the DVD was finished.

Rosa felt wonderful. It was almost like having her family in the room with her. Rosa hugged her parents and her little brother. "I didn't think I would get my wish but I did," she said. That night, when Mama and Papa came to say goodnight to Rosa, they found her in bed, already asleep, with the DVD next to her. It had been the best birthday ever. (487 words)

Number of Total Miscues (Total Accuracy): ___18___

Accuracy Rate 96.3%

Number of Meaning-Change Miscues (Total Acceptability): ___5___

Total Accuracy		Total Acceptability	
0–12 miscues	____ Independent	✓ 0–12 miscues	
13–51 miscues	✓ Instructional	____ 13–24 miscues	
52+ miscues	____ Frustration	____ 25+ miscues	

Rate: $487 \times 60 = 29,220/$____ seconds = ____ WPM

Correct WPM: $(487 -$ ____ errors$) \times 60 =$
____ / ____ seconds = ____ CWPM

Retelling Scoring Sheet for "A Special Birthday for Rosa"

Setting/Background

_1_ Today was Rosa's birthday.
____ She was happy
_2_ but she also felt sad.
____ This would be the first birthday
_3_ she would celebrate
_4_ without all her family
_5_ around her.
____ Her father had been given a promotion.
____ Rosa,
____ her parents,
____ and her brother had to move
____ to another state.

Goal

____ Rosa wanted to celebrate her birthday
____ with her grandparents,
____ aunts,
____ uncles,
____ and cousins around her.
____ They had sent presents
____ but she couldn't thank them in person.

Level: Three

___ They wouldn't watch her blow out candles.

___ She couldn't listen to stories

___ her grandparents' stories

___ about growing up

___ in Italy

___ and Cuba.

___ They wouldn't sing together.

Events

___ Mama made Rosa's favorite meal.

___ Mother,

___ Father,

___ and Jose sang "Happy Birthday."

___ Rosa made a wish.

___ "I know I won't get it,"

___ she said to herself,

___ "but I'm going to wish for it anyway."

___ She blew out all the candles.

_6_ Rosa's father gave her the first present.

___ It was a DVD.

_7_ He put the DVD into the player.

_8_ On the television screen

_9_ was the rest of Rosa's family

___ smiling

_10_ and waving

_11_ and wishing her a happy birthday.

___ Each person asked Rosa

___ to open the present they sent.

___ They explained

___ why they chose that gift for Rosa.

___ Her family sang favorite songs

___ and Rosa,

___ her mother,

___ her father,

___ and Jose joined in.

_12_ Grandfather spoke to Rosa.

___ "This is a new story,

___ one you have never heard before.

___ I am going to tell it

___ as a special birthday gift.

_13_ It's about my first birthday

___ in this country

___ when I was very lonely.

_14_ It is about how I met your grandmother."

_15_ When Grandfather was finished,

_16_ he

_17_ and Grandmother blew Rosa a kiss.

___ The DVD was finished.

Resolution

_18_ Rosa felt wonderful.

___ "I didn't think I would get my wish

___ but I did,"

___ she said.

___ When Mama

___ and Papa came to say goodnight,

___ they found Rosa asleep

___ with the DVD next to her.

___ It had been the best birthday ever.

74 Ideas

Number of ideas recalled _____

Other ideas recalled, including inferences:
turning 8

Questions for "A Special Birthday for Rosa"

1. The story took place on what day?
   Explicit: Rosa's birthday

   ✓

   Rosa's birthday

2. At the beginning of the story what was Rosa's problem?
   Implicit: she would not be celebrating her birthday with her whole family ✓

Level: Three

3. How old was Rosa on this birthday?
   Implicit: eight

   ✓

4. What did Rosa wish for before she blew out the candles?
   Implicit: that she would be able to spend her birthday with her whole family ✓

5. What was on the DVD?
   Explicit: the rest of Rosa's family wishing her a happy birthday ✓

6. What special birthday gift did her grandfather give her? ✓
   Explicit: he told her a story about when he came to the United States and how he met her grandmother

7. How did the DVD help to solve Rosa's problem? ✓
   Implicit: it brought her family to her; *or* it helped her miss the family less

8. At the end of the story where was the DVD?
   Explicit: in bed beside Rosa
   ✓

Without Look-Backs

Number Correct Explicit: 4

Number Correct Implicit: 4

Total: 8

✓ Independent: 8 correct

____ Instructional: 6–7 correct

____ Frustration: 0–5 correct

With Look-Backs

Number Correct Explicit: ____

Number Correct Implicit: ____

Total: ____

____ Independent: 8 correct

____ Instructional: 6–7 correct

____ Frustration: 0–5 correct

Appendix 1.3

Sophia   Jan 16, 2014

A World of Werewolves

According to old folk stories, werewolves are human beings who change their shape into wolflike creatures. They become savage monsters that hunt, attack, bite, and kill. But ~~this~~ *no* one is sure whether ~~to~~ *their* really exist.

Werewolves are creatures of the ~~werewolf~~ *night* but ~~one~~ *as* the darkness fades away *and* daylight returns, they shift ~~werewolf~~ *their* shapes back into human *being* . Werewolves lead double lives, hiding *in* their human hosts.

But, ~~only~~ *when* werewolf attacks are suspected, *panic* sets in. Long ago, in ____ *parts* of Europe, hunters tracked ~~down~~ *only* werewolves, trials were held, *and* people thought to be these ~~monsters~~ *werewolves* were put to death.

The Very First Werewolf

It's *hard* to be certain where ~~werewolf~~ came from, but one *of* the first stories was ____ by the people of ~~Europe~~ Greece about 2,500 years ago.

There was once a king *name* Lycaon (Say: lie-kay-on) who ruled over Arcadia, a region of ~~Europe~~ He was ~~werewolf~~ a religious man, and *who* · made the gods angry. Zeus, the king of the ~~Ocean~~ , decided to visit Lycaon *king* find out what sort *of* a person he was.

was disguised himself as a peasant and *king* Lycaon for food and shelter. Lycaon *king* a feeling he was ____ tricked. A banquet was ____ , but instead of feeding *a* guest with animal meat, *Lycaon* served him human flesh. *He* the stranger was indeed *Zeus* god, he would be ____ by such vile meat.

____ Zeus saw the food, *he* knew that Lycaon was indeed a ~~werewolf~~ person. He threw the *2* over and hurled bolts *of* lightning at Lycaon's sons, ____ them all, except one.

of for Lycaon, Zeus dealt him a ____ far worse than death. *He* turned him into a ~~werewolf~~ for only a wolf would *do* the taste of human ~~flesh~~ . Lycaon's fate was sealed, and he *change* the . ____ werewolf.

The Original Text

According to old folk stories, werewolves are human beings who change their shape into wolflike creatures. They become savage monsters that hunt, attack, bite, and kill. But no one is sure whether they really exist.

Werewolves are creatures of the night, but when the darkness fades away and daylight returns, they shift their shapes back into human form. Werewolves lead double lives, hiding inside their human hosts.

But, when werewolf attacks are suspected, panic sets in. Long ago, in parts of Europe, hunters tracked down werewolves, trials were held, and people thought to be these monsters were put to death.

The Very First Werewolf

It's hard to be certain where werewolves came from, but one of the first stories was told by the people of ancient Greece about 2,500 years ago.

There was once a king called Lycaon (Say: lie-kay-on) who ruled over Arcadia, a region of Greece. He was not a religious man, and this made the gods angry. Zeus, the king of the gods, decided to visit Lycaon to find out what sort of a person he was.

Zeus disguised himself as a peasant and asked Lycaon for food and shelter. Lycaon had a feeling he was being tricked. A banquet was prepared, but instead of feeding his guest with animal meat, Lycaon served him human flesh. If the stranger was indeed a god, he would be disgusted by such vile meat.

When Zeus saw the food, he knew that Lycaon was indeed a bad person. He threw the table over and hurled bolts of lightning at Lycaon's sons, killing them all, except one.

As for Lycaon, Zeus dealt him a punishment far worse than death. He turned him into a wolf, for only a wolf would enjoy the taste of human flesh. Lycaon's fate was sealed, and he became the first werewolf.

Appendix 1.4

Informal Phonics Inventory

Name ___Sophia___   Date ___1-23-2014___

18/20 Consonant Sounds
mastery
S^(sh) D F G^(dk/dj) H J
K L Z P C V
B N M Qu W R
T Y

4/5 Consonant Digraphs
mastery
th sh ch wh ph /P/

17/20 Beginning Consonant Blends
mastery
bl fl fr^(flar) gl
br gr pl pr
cl sk sl sm
cr sn sp tr
dr st^(str) str^(star) sw

7/12 ==Final Consonant Blends and *ng*==
Systematic
instruction
bank^(blank) apt^(apoint) limp
band pact lilt^(lit)
bang lift^(flit) lisp^(lips)
bask lint list

7/10 Short Vowels in CVC Words
Review
fit led sup lap hug huge — silent "e"?
rot tin^(tint) rag wet^(went) job

3/4 The Rule of Silent *e* kind of silent "e"?
Review
cap tot^(toe,tot) cub kit
cape tote cube kite

10/10 Long Vowel Digraphs
Mastery
loaf heat aim weed ray
gain fee coal leaf due

6/6 Diphthongs
Mastery
town loud joy threw oil law

5/6 *r*-Controlled Vowels and *-al*
Mastery
tar hall sir port hurt fern
turn

7/93 **Total**
Mastery

129

Z-Test

Name _____Sophia_____   Teacher/Clinician _____1-23-2014_____

Directions. Tell the student you are going to show him/her some pretend words and that you would like for him/her to pronounce each one. Say that all of the words begin with "/z/, like *zebra*." Then expose the words on the student form, one a time. Place a check in the blank under the date of testing if the child pronounces a pseudoword accurately.

Date of Testing	1-23 14	___	___	___
zit	✓	___	___	___
zay	✓	___	___	___
zin	✓	___	___	___
zap	✓	___	___	___
zan	✓	___	___	___
zill	✓	___	___	___
zack	✓	___	___	___
zing	✓	___	___	___
zip	✓	___	___	___
zat	✓	___	___	___
zore	✓	___	___	___
zug	✓	___	___	___
zell	✓	___	___	___
zink	✓	___	___	___
zump	✓	___	___	___
zash	✓	___	___	___
zank	✓	___	___	___
zice	✓	___	___	___
zoke	✓	___	___	___
zick	✓	___	___	___
zock	✓	___	___	___
zunk	✓	___	___	___

zake
zam
zaw
zide
zea
zop
zot
zuck
zigh
zale
zest
zail
zair
zate
zine

These
al. (19

(continued)

zake	✓	___	___	___
zame	zam	___	___	___
zaw	✓	___	___	___
zide	✓	___	___	___
zeat	✓	___	___	___
zop	✓	___	___	___
zot	✓	___	___	___
zuck	✓	___	___	___
zight	zat	___	___	___
zale	✓	___	___	___
zest	✓	___	___	___
zail	✓	___	___	___
zain	✓	___	___	___
zate	✓	___	___	___
zine	zane ^sc	___	___	___

These words are arranged in order of increasing difficulty, as determined empirically. See J. W. Cunningham et al. (1999).

(continued)

Appendix 1.5   Sophia

Listening

Comprehension

Jan 23,14

Concept Questions:

Who was Abraham Lincoln?

the president of the US

(3-2-1-0)

What are the evils of slavery?

Some people can harm other people. Black people are being hurt mostly by whites. (3-2-1-0)

Why was the Civil War fought?

they wanted to have the rights.

(3-2-1-0)

What were the results of the Civil War?

Not sure.

(3-2-1-0)

Score: __8__ /12 = _66.7_ %

__✓__ FAM _____ UNFAM

Prediction:

About Abraham Lincoln, his childhood and what he wanted to be when he grows up. And his dream come true.

When Abraham Lincoln was nineteen years old, he visited the city of New Orleans. He saw things he would never forget. He saw black people being sold in slave markets. They were chained together and treated like animals. Lincoln watched little children being sold to strangers and taken away from their parents. Lincoln was heartbroken and these memories stayed with him for the rest of his life. Although slavery was allowed in many states of the Union, Lincoln believed that it was wrong and he was not afraid to say so.

In 1858, Lincoln ran for the United States Senate against Stephen Douglas. There was much talk about slavery. Should the owning of slaves be allowed in new states that were just coming into the Union? Douglas said that the decision to own slaves was up to each individual person. Lincoln said that slavery must not be allowed to spread because it was wrong. But he knew that it would not be easy to end slavery in those states that had allowed it for so many years. Lincoln believed that it was important to keep the United States strong. He felt that slavery weakened the country. In one speech, he said the country could not last half slave and half free. He said, "A house divided against itself cannot stand." Lincoln lost the election to the Senate, but he became well known for his views. In 1860 he ran for president of the United States.

The slave states opposed Lincoln as president. They did not want to abolish slavery. They threatened to leave the Union if Lincoln was elected. When he became president, the slave states carried out their threat. A terrible war broke out between

the northern and southern states. At times, members of the same family were fighting against one another.

In 1863, Lincoln gave an order called the Emancipation Proclamation, which ended slavery. The war finally ended two years later. The southern states once more became part of the Union, but slavery was no longer allowed. No more would little children be torn from their parents and sold to strangers. Abraham Lincoln had achieved his goal. (358 words)

Number of Total Miscues
(Total Accuracy): _____

Number of Meaning-Change Miscues
(Total Acceptability): _____

Total Accuracy		Total Acceptability
0–8 miscues ___ Independent		___ 0–8 miscues
9–37 miscues ___ Instructional		___ 9–19 miscues
38+ miscues ___ Frustration		___ 20+ miscues

Rate: 358 × 60 = 21,480/___ seconds = ___ WPM

Correct WPM: (358 – ___ errors) × 60 =
___ /___ seconds = ___ CWPM

Retelling Scoring Sheet for "Abraham Lincoln"

Setting/Background

___ When Abraham Lincoln was nineteen,
___ he visited the city
___ of New Orleans.
_7_ He saw things
_6_ he would never forget.

_1_ He saw black people
___ being sold
___ in slave markets.
___ They were chained together
_2_ and treated like animals.
_3_ Lincoln watched children
___ being sold
___ to strangers
_4_ and taken away
_5_ from their parents.

Goal

___ Lincoln believed
___ that slavery was wrong.
___ He was not afraid
___ to say so.

Events

___ Lincoln ran
___ for the Senate
___ against Stephen Douglas.
_8_ Lincoln said
_9_ that slavery must not spread.
___ He felt
___ that slavery weakened the country.
___ Lincoln lost the election
___ to the Senate.
___ He ran
___ for president.
___ The slave states opposed Lincoln.
___ They did not want
___ to abolish slavery.
___ They threatened
___ to leave the union
___ if Lincoln was elected.
_10_ When Lincoln became president,
___ a war broke out
___ a war between the states.

Resolution

___ Lincoln gave an order
___ called the Emancipation Proclamation,
___ which ended slavery.
___ The war ended.
___ The southern states became part

Level: Six

___ of the Union

___ but slavery was not allowed.

___ Abraham Lincoln had achieved his goal.

47 Ideas

Number of ideas recalled __10__

Other ideas recalled, including inferences:

Questions for "Abraham Lincoln"

1. What was Abraham Lincoln's main goal?
   Implicit: to end slavery in the United States ✓

   to let black people be free in the US.

2. Name one thing that Abraham Lincoln saw in the slave markets of New Orleans.
   Explicit: blacks chained together; blacks treated like animals; blacks being sold; children being separated from parents; *or* children being sold to strangers

   little boys sold the strangers ✓

3. How did the sights of the slave market influence Abraham Lincoln's later life?
   Implicit: he was against slavery and fought to end it; *or* it made him sick and he wanted to stop it

   upsetting ✓
   he wanted to change the law

4. What office did Abraham Lincoln run for against Douglas?
   Explicit: he ran for the U.S. Senate

   president

5. What did the southern states threaten to do if Abraham Lincoln was elected president?
   Explicit: leave the Union

   change the law so the Black people can't be free

6. Why did the southern states oppose Abraham Lincoln as president?
   Implicit: he was against slavery and he would fight to end it in their states ✓

   ~~They think it's the right thing~~
   He told the people that he wanted to change the law so Black people could be free

7. How did Abraham Lincoln's prediction, "A house divided against itself cannot stand," come true?
   Implicit: the war between the states broke out

   DK

8. What did the Emancipation Proclamation do?
   Explicit: it ended slavery

   the EP did change the law.

Without Look-Backs

Number Correct Explicit: _1_
Number Correct Implicit: _3_
Total: _4_

___ Independent: 8 correct
___ Instructional: 6–7 correct
✓ Frustration: 0–5 correct

With Look-Backs

Number Correct Explicit: ___
Number Correct Implicit: ___
Total: ___

___ Independent: 8 correct
___ Instructional: 6–7 correct
___ Frustration: 0–5 correct

Appendix 1.6

Screening Answer Sheet

WW/SJ

L   W   S   D

Name _Sophia_____

Date _Jan 28 2014_____

1. Hen _____   11. palis _____
2. Wish _____   12. obsever _____
3. Trap _____   13. shuful _____
4. Jump _____   14. exiting _____
5. Brave _____   15. Treson · _____
6. Smile _____   16. _____
7. grain _____   17. _____
8. Crawl _____   18. _____
9. Crip _____   19. _____
10. Cluch _____   20. _____

Answer Sheet: FORM A   Name _Sophia_

Stage ___LN___   Date _Jan 28, 2014_

2 1. _Jet_

2 2. _Ship_

2 3. _Bet_

2 4. _Got_

2 5. _Cap_

2 6. _Drum_

2 7. _Bump_

2 8. _Much_

2 9. _with_

2 10. _Map_

2 11. _Hop_

2 12. _plan_

2 13. _That_

short vowel | 1 14. _Slide_

2 15. _Mud_

2 16. _Grab_

2 17. _Chop_

2 18. _Fast_

2 19. _Dish_

2 20. _Went_

2 21. _Win_

short vowel

1 22. _Feed_

2 23. _Trip_

2 24. _Rub_

2 25. _Fit_

23

Answer Sheet: FORM A   +19   Name Sophia

Stage WW   Date Jan 28 2014

0 1. Pach

2 2. Couch   J   2 16. white   I

2 3. Steep   H   2 17. Grope   F

2 4. Cute   F   0 18. Yon   J

0 5. Brig   2 19. drive   F

0 6. Giar   0 20. Cot   H

2 7. Scrap   I   2 21. hurt   G

2 8. Might   H   2 22. Joint   J

2 9. Girl   G   2 24. fror   G

2 10. Frown   J   2 25. Point   H

2 11. Smoke   F

2 12. flock   I

2 13. Stood   J

0 14. lest

2 15. Start   G

ice   19 r-controlled   Other Long vowels   Complex consonants   abstract vowels

F	G	H	I	J
5	4	3	3	4

Answer Sheet: FORM A   +5   Name _Sophia_

Stage _SJ_   Date _Jan 28, 2014_

o 1. _Frince_

2 2. _Making_ k

o 3. _Silbur_

o 4. _Complant_

5. _Pilet_ L

o 6. _Turmeit_

o 7. _Polor_

2 8. _Biing_ k

o 9. _Clad_

2 10. _Escape_ M

o 11. _disturer_

o 12. _Tragial_

o 13. _Cricus_

o 14. _Buxie_

o 15. _Swiming_

o 16. _Brown_

o 17. _bager_

o 18. _Fountin_

2 19. _Explode_ M   M

2 20. _Mayor_ O

o 21. _Slrit_

o 22. _Minon_

o 23. _traved_

1 24. _tennies_ L

o 25. _Combit_

5

K	L	M	N	O
2	2	2	0	1

↑

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Artifact B

Young Men's Christian Association: Community Center as Multilingual Literacy Sponsor

Wanqing L Apa

Peabody College, Vanderbilt University

Young Men's Christian Association: Community Center as Multilingual Literacy Sponsor

In Townsend and Fu's study (2001), a young Vietnamese immigrant female student Paw was observed as she struggled through school because her language need was not met by a curriculum designed for English Language Learners like her: although achieving some English language proficiency after a pull-out ESL program and being put into a mainstream English class, Paw was unable to stay in the class only because she was not able to comprehend the cultural background needed for interpreting the required canon literature. Later in the article, the authors argued that if the teacher in Paw's class could incorporate some learning materials according to Paw's family and cultural background, she might not have had to be put into the lower level English class, since her English skills had already met the mainstream English class requirement (pp. 113-114). Paw's case study has rung a bell to English instructors, reminding them the necessity to incorporate knowledge of students' culture, communities, and possibly home values when we teach culturally and linguistically diverse students.

Incorporating knowledge of the local community brings certain advantages to the linguistically more disadvantaged students. Phelan, Davidson and Cao (1991) proposed that students negotiate among different spheres in their daily lives in order to function in each one of them: "adolescents in this society move from one social context to another. Families, peer groups, classrooms, and schools are primary arenas in which young people negotiate and construct their realities" (p. 224). How well students move among those social contexts determine how well they do socially, academically, and interpersonally: "Students' competence in moving between settings has tremendous implications for the quality of their system as stepping stone to further education, productive work experiences, and a meaningful adult life" (Phelan et al., 1991, p. 224). When the primary arenas that students need to negotiate differ greatly from each other, it is likely that the students would experience difficulties in obscuring the lines: "when a student from a culture or social group different from the white mainstream group enters school in the United States, schooling becomes a discontinuous process for a number of reasons, including language, values, and practice differences" (Delgado-Gaitan, 1991, p. 20). Therefore, in most cases, linguistic and cultural minority students experience difficulties in navigating and negotiating in the different "worlds", resulting in a hindrance of academic performances, interpersonal communications, and a possible difficulty in future careers. Using the cultural and community background knowledge, then, would benefit ethnic culturally diverse students blend the boundaries among different worlds, navigating more smoothly in between those worlds, and achieving success in the different social settings. Phelan, Davidson and Cao's proposal proves the benefit of using a student's background knowledge suggested in Jimenez, Smith and Teague's study (2009): "Including transnational and community literacies can help students learn about diversity in their communities and help English Language Learners become more fully

engaged in their literacy and content learning" (p. 16), and that it "makes it possible to build upon students' prior knowledge" (p. 18). Furthermore, using the knowledge of the community could help involve the parents of the ethnic students', since it is also the knowledge of the parents' upbringing and culture.

The demand of using the background knowledge has placed teachers into a position where one has to be familiar with the background knowledge, in order to serve the genuine needs of the students. Citing Valenzuela (1999), Jimenez et al. (2009) suggested that it is through the process of getting to know the students' cultural and academic background that the teachers show their care to the students, setting up a more productive relationship, and motivating their learning (p. 16, and p. 18). Nieto and Bode (2008) also suggested in their book that by getting to know their students' identities and weaving them to the curriculum, teachers would nourish prosperous students regardless of their social or economic backgrounds "significantly, the most successful students were those who had been mentored through the various transitions of their schooling by teachers and other authority figures who linked the students' identities with their schooling" (p. 80).

Bearing the literary reviews about a student's background knowledge, the author, together with a classmate, has explored and investigated a primarily Hispanic community in which the Young Men's Christian Association is playing an important role as both the community center and a literacy sponsor. By interviewing the manager, the program manager of the Latino Achiever Program, as well as two members who benefited from the Latino Achiever Program, the author suggests that community centers like YMCA function as a literacy sponsor for minority community members and students. Working together with such community centers, teachers could further explore the community culture, and work with the center to promote students' learning, parents' involvement, and students' academic achievement.

The YMCA at Harding Place, Nashville, is the most diverse YMCA in Nashville, Tennessee. Altogether, people with fifty-seven different nationalities have joined the membership. The YMCA celebrates its diversity by pinning the country of origins of their members onto a map on the wall and by hiring multilingual staff to better facilitate their nonnative English speakers. Although there is a huge diversity in the YMCA, the main component of the ethnicity goes to Hispanics, which is also the case for the entire community that the YMCA is serving (personal communication, September 1, 2012). This Hispanic minority dominance corresponds with the situation in the entire nation, and is a primary reason why the author chose the Hispanic community. According to Tianda and Mitchell (2006), Hispanic population "had edged non-Hispanic blacks as the nation's largest minority population" and "were now the country's fastest growing ethnic minority" (p. 23). Moreover, it also has the largest foreign-born

population in the country (Tianda and Mitchell, 2006, p. 23). However, because of these features, especially with the largest foreign-born population, Hispanic community also hosts the most emergent bilinguals (75-80%) that are poor, that "live in urban areas and attend underresourced schools and that "live in households in which no one over the age of 14 is a speaker of English" (Garcia and Kleifgen, 2010, p. 21).

Realizing the situation, the YMCA at Harding Place initiated the Latino Achiever Program which works together with schools to help Latino students with their academic and social life with the goal of "illuminating the path to success, where students dream, discover their strengths, and plan for their future" (See Appendix 1.1). When asked further, the manager of the program Kathleen said that The Latino Achiever Program is a college prep program helping students with their college applications, discovering their strengths, and motivating them to find their true interest and passion, instead of just going to wherever is available after high school. The program also helps students to cross the boundaries with their different worlds, because one thing about immigrant students is that they often are walking between two cultures, sets of values, and languages: one is the heritage culture used at home and often times their community, and the other one is the school and wide society setting. The program lets students see that both of their cultures, languages and values are beautiful and contributive to their wonderful future (personal communication, September 14, 2012).

Alex, a girl who moved with her parents from Mexico to the U.S when she was ten years old, is a beneficiary from the Latino Achiever Program. Here in Nashville, Alex attended middle school and high school as well as an ESL pull-out program at West End when she first arrived. She graduated high school in 2010, and is now working as a cashier to earn for her college dream. Speaking about the benefits she got from the program, Alex confessed that when she first went to high school, she was confused and did not have a lot of hope [to go to college]. It was the program that let her realize that there was no closing door. She talked about the program being helpful with her college application, providing personal counsels and information about scholarship (personal communication, September 14, 2012). Although she did not go to college right after graduation because of financial situation, Alex is now working hard as a cashier and is still determined to go to college, which is supported by both her parents and the program manager at the YMCA Latino Achiever Program. Such college preparation process is very essential to minority students' personal success. The college application alone is hard even for native mainstreamed English speakers and high-achieving students, let alone minority students whose first language is not English, who are from a minority background, and who are possibly with a low socioeconomic status. Nieto

and Bode (2008) also confirmed the necessity for providing such assistance: "several researchers highlight the necessity of mentors to support student of color in this process [of college application], which is vital to socioeconomic upward mobility" (p. 106).

Hanner was 25 years old when he moved to the U.S. from Columbia. His English was poor, but he was determined to learn and speak it well. He started to look for churches and organizations where both languages were spoken in order to talk to people and practice. That was when he came face to face with the YMCA's Latino Achiever Program. The cooperation between the Program and him was a win-win situation: he practiced his English with the YMCA, and YMCA sought his help with Spanish speaking members, too. Gradually, Hanner's English improved greatly, and he so loved YMCA that he decided to work there as an English instructor. Together with the program, Hanner has been instructing English to non-English speaking members, helping them with English literacy. Last year, he got his college degree through the program, which further opened up more opportunities for him. When asked about his students, Hanner admitted that some difficulties do occur because some of his students do not get the language fast, or some simply do not have enough motivation to learn. "But I understand that it takes time for them," Hanner said, "I try to be patient with them, because I know that is the only way that I can help them" (personal communication, September 14, 2012).

When asked about the multilingual signs and posters (see appendix 1.2 and 1.3) hanging around the YMCA for Latino Achiever program, the manager Kathleen said the bilingual flyers go back home with students, and them being bilingual would help students who are more comfortable with Spanish as well as their parents. The majority of their students are first-generation immigrants, and definitely if there is any meeting, they will have it in Spanish so that both the students and the parents will have more involvement. More often than not, students are there at the Y studying because they are willing to, that they are seeking the opportunity to learn and to succeed, instead of being forced by parents. Alex and Hanner both agreed that although US-born or grown-up students might tend to look at the English signs, Spanish signs would definitely benefit their parents, updating them about what is going on in the academic world that they want their children to dive into. Bilingual flyers and signs, therefore, take into consideration both the need of US born Hispanic students as well as their parents, thus putting both parties in a more active role in learning support.

Brandt (2001) proposed the definition of literacy sponsorship: "Sponsors…are any agents...who enable, support, teach and model, as well as recruit, regulate, suppress, or withhold, literacy—and gain advantage by it in some way" (p. 19). Therefore, the YMCA at Harding Place could be seen as not only a community center, but also a literacy sponsor for minority people. Teachers, as another form of literacy

sponsor, then could work together with YMCA in getting to know students' background knowledge, involving in the Latino Achiever Program to help the students learn, and set up workshops together with YMCA to help parents better tutor and help their children in school. Allen (2007) suggested different ways teachers could help Hispanic parents to be more involved in their children's school work, such as "Establish a school or district Homework Center where parents and/or bilingual teachers could help children after school, reach out to Latino churches and social or civic groups in the school district to help inform parents about meetings or workshops, arrange for tutoring and/ or help older students form study groups, [and] create a list of phone numbers for parents to call for assistance in helping their children with homework" (p. 105). YMCA at Harding Place, then, would be a perfect partner literacy sponsor to work with for teachers. Moreover, given their experience of contacting the local community, the YMCA could also function as a bridge between the teacher and the community, providing teachers with information about family cultural backgrounds, students seeking help, and parents that are willing to be more involved.

Obstacles still exist, though, for teachers and the YMCA to learn more about the background knowledge of the students as well as students' opportunity in higher education. For one thing, undocumented Hispanic immigrants are reluctant to reach out to the YMCA because they thought the YMCA is a governmental facility, worrying that they would be deported to their home country. The manager of the YMCA at Harding Place, when talking about the current problems, also expressed such concern. He said that the biggest problem right now is not language or cultural issue, but to build trust between the YMCA and its community members (personal communication, September 1, 2012). For another thing, Hispanic students who seek help at Latino Achiever Program are limited financially because their parents are undocumented, preventing them from seeking financial help from the State or Federal government by applying scholarships, student loans, or other forms of support. These problems are not uncommon nationwide, and they are not easy to solve, either. However, as teachers and literacy sponsors, we need to work together with another literacy sponsor like YMCA who can also reach out to the community, work with other schools, and set up programs like the Latino Achiever Program. Together, teachers and community centers could help students by reaching out more to the community, building trust among parents and other community members, setting up workshops to involve more students and parents, and mentoring ambitious students through their academic upward mobility. Together, our minority students would not feel hopeless anymore, but will succeed like what Alex and Hanner have achieved, and strive for their dreams to become better.

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Appendix

1.1

1.2   1.3

SIOP® Lesson Plan Template 3

Topic: The Giver Chapter 1 Reading	**Class:** 8th Grade ELL	**Date:** 2/10/2013

Content Objectives: **CCSS. ELA-Literacy.RL. 8.2**: SWBAT identify the setting and theme of the text, compare it to their own experiences, and create their basic argument.	**Language Objectives:** SWBAT act out the designated scene with fluency and clear annunciation of the adapted transcript of the "sharing of fellings" in chapter 1 of *The Giver*. **CCSS. ELA–Literacy SL. 8.1**: SWBAT actively talk about the setting and theme of the text within a group **CCSS. ELA-Literacy SL. 8.4**: SWBAT present their hypothesis with reasoning and details in the text, retell the happenings, and find the main difference between the text setting and their own real-world setting,
Key Vocabulary: -New words that students do not know (underlined in the attached transcript) -New features of Jonas' world (highlighted in the attached transcript)	**Materials (including supplementary and adapted):** *The Giver* Chapter 1 Adapted Transcript of the Table talk scene Placard for each role Table/Table cloth/snacks and drink for setting up the table talk.

Higher-Order Questions:

1. What is the setting of the story?
2. What differences are there in Jonas' world and our world? What are the advantages of each?
3. The theme of this semester is "compromise". Could you make both of our worlds better by compromising?

Time: 10 Min	**Activities** **Building Background**
	Links to Experience: *Links to Learning:* *Key Vocabulary:*	Clarify Content Objectives and Language Objectives, and the procedure of the class. **Hook**: What do you do with your family at the table during and after you are eating? (alternative question for those who do not have table talks at home due to cultural differences and/or limited family members) What do you think would be the best to do with your family at the table? See below for teacher scafflding: Family Meal Talk → Tell what has happened throughout the day

Time:	
70 Min	**Student Activities** (Check all that apply for activities throughout lesson):

Scaffolding: ❏ Modeling ☑ ❏ Guided ❏ Independent

Grouping: ☑ ❏ Whole Class ☑ ❏ Small Group ❏ Partners ❏ Independent

Processes: ☑ ❏ Reading ☑ ❏ Writing ☑ ❏ Listening ❏ Independent

Strategies: ❏ Hands-on ☑ ❏ Meaningful ☑ ❏ Links to Objectives

Readers' Theater (See attached for the adapted transcript)
   For detailed instruction, please refer to the attached "student activity sheet"
Small-Group Discussion:
   For detailed instruction, please refer to the attached "student activity sheet"
Whole-Class Discussion
   For detailed instruction, please refer to the attached "student activity sheet"
Student Writing Activity
   For actors and actress: Write about your character. Who are they? What are they feeling during the table talk,   and why? Can you infer what the personality of your character is according to the talk? You could choose to use the teacher's format in writing (see attached "student activity sheet")
    For the audience: Write about Jonas' world. What are the different things in his community that you feel really strange and beyond your understanding? What would you guess they are and why they are in Jonas' world? You could choose to use the teacher's format in writing (see attached "student activity sheet")

Review and Assessment (Check all that apply):
   Individual ☑ ❏ Group ❏ Written ☑ ❏ Oral ❏

Exit Ticket
1. Vocabulary definition
2. Summary of the setting and happenings of Chapter 1
3. One comparison aspect of Jonas' world and our own world
4. Think about how we could use compromise to make both worlds better.

Review Key Vocabulary:

On the exit ticket, choose one vocabulary that we went over, and define the word using your own words, and support the definition with contextual details.

Review Key Content Concepts:
   Exit Ticket One:See Student Writing Activity. The composition would act as exit ticket 1
   Exit Ticket Two: Take one or two aspects from the chart, and write down ideas (could be bullet points) that we could make both world better with compromise.

(10 Min — appears in left Time column, aligned with Review and Assessment section)

SIOP® Lesson Plan Template 3

Topic: The Giver Chapter 1 Reading Part 2	**Class:** 8th Grade ELL	**Date:** 2/10/2013

Content Objectives:	**Language Objectives:**
CCSS. ELA-Literacy.RL. 8.2: SWBAT identify the setting and theme of the text, compare it to their own experiences, and create their basic argument. **CCSS. ELA-Literacy. RL. 8.4:** SWBAT identify new sets of vocabulary in the text, hypothesize their meanings according to the context, and comprehend the differences between them	**CCSS. ELA–Literacy SL. 8.1**: SWBAT actively talk about the setting and theme of the text within a group, and define certain vocabulary according to the text in the form of groups. **CCSS. ELA-Literacy SL. 8.4**: SWBAT present their hypothesis with reasoning and details in the text, retell the happenings, and find the main difference between the text setting and their own real-world setting,

Key Vocabulary:	**Materials (including supplementary and adapted):**
frightened - apprehensive distraught - distracted perfect world	*The Giver* Chapter 1

Higher-Order Questions:
  1. How could you relate this session's reading to the first session's? Why do you think
  2. Is it different from the world we are living in? In what aspects are they different?
  3. What are the advantages and disadvantages in both worlds?
  4. How could we use compromise to make both worlds perfect?

Time:	**Activities**
10 Min	**Building Background**
	Links to Experience: Clarify Content Objectives and Language Objectives, and the procedure of the class.
	Links to Learning: Review the content from part 1 of the reading. Bring out the chart with the comparison of our world and Jonas'. Make clear that today's task is to expand the chart, take sides, and compromise again.
	Key Vocabulary:

Time:	**Student Activities** (Check all that apply for activities throughout lesson):
70 Min	
	Scaffolding: ❑ Modeling ❑ Guided ❑ Independent
	Grouping: ❑ Whole Class ❑ Small Group ❑ Partners ❑ Independent
	Processes: ❑ Reading ❑ Writing ❑ Listening ❑ Independent
	Strategies: ❑ Hands-on ❑ Meaningful ❑ Links to Objectives

	Shared Reading & Chorus Reading
	   For detailed instruction, please refer to the attached "student activity sheet"
	Small-Group Discussion:
	   For detailed instruction, please refer to the attached "student activity sheet"
	Whole-Class Discussion
	   For detailed instruction, please refer to the attached "student activity sheet"
	Student Writing Activity
	   Write about the advantages and disadvantages of each world, and how to compromise to make both worlds better. Please make good use of the chart and each group's presentation post-it.

10 Min	**Review and Assessment** (Check all that apply):
	   Individual ❑ Group ❑ Written ❑ Oral ❑
	
	Exit Ticket
	1. Vocabulary definition
	2. Summary of the setting and happenings of Chapter 1
	3. Reflection on the class. Write a reflective paragraph on what you have learned through the two-session reading class. What do you wish that the teacher had done differently? How?
	
	Review Key Vocabulary:
	
	On the exit ticket, define each word pair using students' own words, and support the definition with contextual details.
	
	Review Key Content Concepts:
	   Write a summary of chapter 1, including both session 1 and session 2 of the reading class.

Student Activity Sheet- *The Giver* Reading Part 1

Reader's Theater

1. The teacher would handout the adapted transcripts to students, with different role parts already highlighted in colors.

2. Make clear to students that one of today's class features is about personal choice. This is the only one class that the students have freewill to have a choice. The next reading session would be all assigned tasks (this is for the sake of students' later situating themselves within our world [with choice] and Jonas' world [with no choice]).

3. Have students choose whether they would want to skim the transcript and decide which role to take, or have the teacher explain to them who has the most lines, and who has the least.

4. If students choose the former, give 5-10 minutes for them to skim and take roles; if the latter, then explain the length of each role. The narrator has the least lines. Jonas speaks a lot, but not in chunks. Both mother and father speak a lot and in chunks, while Lily has a lot of actions and expressions to make. She also talks in chunk in one part.

5. After students choose their roles, the teacher presents questions already written on the board for each group:

> Actors/Actress: What do you know about your own character?
> -Who are they? What are their jobs or titles?
> -What are they feeling during the table talk, and why?

> Narrator & Audience: What is the main setting and happenings of the scene?

> Everyone: What do you think would happen next? What do you think Jonas is worrying about for the Ceremony of the Twelve? Use your wildest imagination. Students could choose to have hints from the teacher. **Hint**: Jonas is about to become an "adult" in his world, thus taking some responsibilities to be trained for work. What is he stressing over for the upcoming work? Does he know what he wants to do already? Or is it even an option in his world?

6. The teacher then would hold a private conference with the actors/actress, and tell them about the mechanism of the transcript: the words in parentheses are actions. The whole class, and especially the actors and actress would have 10 minutes to read through their parts, and clarify with the teacher for any confusing instructions. Students would also underline the unknown vocabulary, and the teacher would take 5-10 minutes after the reading to clarify each word (for possible new vocabulary, see the red underlined words in the attached transcripts)

7. Actors and actress act the scene out while the audiences watch.

Small Group Discussion

1. Right after the acting, have actors/actress as well as the audiences answer the questions posted before.

2. After making sure that everybody has a grasp of the happenings, turn students attention to the comparison between our world and Jonas' world. Start with similarities first, especially the part where Lily tells about her experience in interacting with a different group of students. **Connect to students' immigration/moving experiences and their feelings.** Small group discussion for 5 minutes, and the group selects an interesting story to report to the whole class.

3. Draw a chart on the whiteboard as a graphic organizer, seen as below:

Aspects of Differences	Jonas' World	Our World
Age		
Gender		
Work		
Punishment		
Family Talk		
Other		

4. Have students work in groups of their own choice (but make sure that there are two groups altogether, and nobody is singled out). Divide the transcripts into two parts and give to students. Ask them whether they wanted to draw a poll to determine which group takes which part, or use a coin to decide to has the priority to choose the part. Act according to students' choice.

5. Group reading for 10 minutes for their assigned parts. Highlight anything that they feel strange about Jonas' world. Pay special attention to the categories listed on the chart. For possible student highlights, refer to the yellow highlights of the attached transcripts.

Whole Class Discussion:

1. Student groups take turns to present peculiar facts about Jonas' world, and give the version of our world. The teacher transcribes them to the white board, while leading students to figure out why Jonas' world is like that. The teacher would also guide students to certain parts if students cannot find the targeted characteristics.

2. The teacher guides students to think about advantages and disadvantages of each world. Have students think: could we use compromise to make both worlds better? How? Students would voice out their thoughts, and the teacher would transcribe them on the board.

Student Writing Activity

     For actors and actress: Write about your character. Who are they? What are they feeling during the table talk, and why? Can you infer what the personality of your character is according to the talk? You could choose to use the teacher's format in writing

     For narrator and the audience: Write about Jonas' world. What happened during the family unit table talk? What are the different things in his community that you feel really strange and beyond your understanding? What would you guess they are and why they are in Jonas' world? You could choose to use the teacher's format in writing

Teacher's Format for Actors and Actress:

Today my character is _____. In Jonas' world, he/she is a/an _____. He/she works at _____. I know this because_____. During the family table talk, he/she expresses the feeling of _____, because_____ (teacher's note: it does not have to be one sentence here). From their talk, I could infer that my character is _____in daily life, because_____ (teacher's note: it does not have to be one sentence here).

Teacher's Format for Narrator and Audiences:

Today I read about a family unit table talk in Jonas world. During the table talk, _____ (teacher's note: what happened during the table talk? What did each character do? It does not have to be one sentence here). I also found some really strange things from each character's talk. For example, _____ (teacher's note: choose one or two aspect(s) that most interest you. it does not have to be one sentence here). I think they have it/act that way because _____ (teacher's note: use your wildest imagination while being able to draw some clue from the text. It does not have to be one sentence here).

Student Activity Sheet- *The Giver* Reading Part 2

Shared & Chorus Reading

1. Remind students that this class, as was said in the first session, would not have any choice. First things first, this tendency is shown through the type of reading we are going to do: the teacher-led shared and chorus reading.

2. Previously divide the text into different parts. The teacher would pause at the end of different parts to clarify confusing parts, and to stress important details.

    Parts:

      1). Pause at Jonas' retrospection of word choice. Ask students: according to what you have learned from last class, why do you think is so important for choosing the word? **Hint**: point at the family talk part from the chart made in the previous lesson. Remember the difference on family talk? What kind of language does Jonas' family uses when talking to each other? (Formal, distant, and precise)

      2). Pause at the end of the Airplane Incident right before the speaker mentioning about "release". Ask students: What happened in this section? What was the airplane incident? Can

you see why Jonas describes this experience as "being frightened"? Remember this feeling (you could make a special mark next to this section).
Self-note: chorus reading whenever it is the Speaker line.

3). <u>Pause at the Talking of "Release"</u>. Ask students: Do you remember what we talked about Release last session? [If the class did not come to the conclusion that the "release" is to kill someone last session, then ask: could you now guess, together with the clues from last class, what a "release" might mean?] Why was Jonas given a serious talk on joking with his friend Asher that he would be released? It was just a joke after all! **Hint**: relate to why Jonas ponders at that one particular word so hard: word choice & precision of language.

4). <u>Pause after the Classroom Routine & Word Correction for Asher</u>. Ask students: what have you noticed that is different between Jonas' classroom and our classroom? (The apology when somebody is late, and the forgiveness given back by the classmates and instructor) Teacher's clarification and explanation of the word pair "distraught vs. distracted": which word is lighter, and which one is more serious? Ask students to find contextual support for their opinions.
Self-note: chorus reading and acting out on classroom apology scene

5). <u>Stop at Jonas' Picking of the word "Apprehensive"</u>. It is the end of the shared & chorus reading. Identify word pair "frightened vs. apprehensive". Try to find contextual support for the meaning of "apprehensive" through comparing to "frightened".

3. Relate to students' own experiences and help them understand more about the word pairs "frightened vs. apprehensive"; "distraught vs. distracted". When have you been frightened? How about feeling only "apprehensive"? Was there an occasion where you thought you were frightened, but after thinking about it, now you realize that you were only "apprehensive"? When would you be "distracted"? Could you think of an occasion where you would be "distraught"?

4. Guide students to look at the chart from the previous lesson again. What could we learn about Jonas' community from this part of the chapter? How about ours? Expand the chart together.

Small Group Discussion

1. The teacher again makes clear that there is no student choice in today's class. This is another trait of Jonas' world. "So for small group discussion, groups are assigned first, like what in the reading we did last session?" (Response: spouse and work) Then, students are going to draw polls to decide which side they are going to take to argue for a perfect world (Jonas' or our own).

2. The assigned groups draw polls, and try to argue for their side accordingly. The groups would compare the whole chart, trying to come up with the advantages and disadvantages of each world in each category. To present the group's idea, each group would write the advantages and disadvantages down on Post-it in accordance with the chart format.

Whole Group Presentation

1. The two groups would take turn to present their Post-It for advantages and disadvantages of each world under each category. After one group's presentation, the other group has the right to argue with the group using <u>argumentative language</u> scaffolded by the teacher (written on board):

1). I would agree with you on that point, but…

2). I don't really agree with you because… (relate to Math class where the Math teacher requires students to provide a reason for disagreement→really good classroom management)

3). It might be true from this point of view, but if you see the matter from another perspective, it would be completely different…

4). The sentence structures does not exhaust. The tip to good argumentative language is being polite while getting your own points across.

2. Compromise. Taking the semester theme of compromise onto board again, and ask both groups to think whether there could be any compromise in order to make both worlds better. The whole class would discuss as a whole, and draft some points for making compromise in order to make both worlds perfect. (at the end there could be a "ceremony" where each group's one representative would go to the front, take the drafted compromise points while shaking hands, and the teacher would take a picture)

Student Writing Activity

Identify the advantages and disadvantages of each world under each category of difference. Make good use of the chart and each group's presentation Post-It to try to organize the ideas. At last, talk about how to make compromise in order to make both worlds perfect.

Teacher's Structure for the Writing

- Para 1: Introduction: briefly describe Jonas' world and how different it is from ours. State the thesis that there are advantages and disadvantages of each world, and that by compromise, we could make both worlds perfect.
- Para 2: Advantages and disadvantages of Jonas' world.
- Para 3: Advantages and disadvantages of our world.
- Para 4: How to make both worlds perfect through compromise (simply put together the bullet points)
- Para 5: Conclusion.

SIOP® Lesson Plan Template 3

Topic: The Giver Argumentative Writing	**Class:** 8th Grade ELL	**Date:** 2/13/2013

Content Objectives: **CCSS. ELA–Literacy W. 8.1**: SWBAT write an argumentative essay with clear reasons and relevant evidence. **CCSS. ELA–Literacy W. 8.5**: With teachers' instruction and peer group feedback, SWBAT revise, edit, and strenthen their compositions, while keeping specific audience and purpose in mind	**Language Objectives:** **CCSS. ELA – Literacy W. 8.1.c, e**: SWBAT compose coherently by using transition words, phrases, or clauses; SWBAT write a conclusion that follows the thesis argument. **CCSS. ELA – Literacy RL. 8.1**: SWBAT cite contextual evidence that would support the thesis statement **CCSS. ELA – Literacy SL. 8.1.c, d**: SWBAT question and respond to questions about the thesis arguements using relevant evidence and ideas; SWBAT acknowledge new information expressed by others and defend their own argument with clear evidence **CCSS. ELA – Literacy SL. 8.3**: SWBAT identify insufficient arguments from others, and counterargue using relevant reason and evidence.

Key Vocabulary: perfect world transition words Argumentative Writing (thesis, evidence, conclusion)	**Materials (including supplementary and adapted):** The Giver chapter 1 Graphic Organizers for argumentative writing (one normal sized, the other one enlarged for group presentation) "So you think you can argue" Worksheet from iCivics (partially used) Writing Prompt (generated together in class)

Higher-Order Questions:

1. What are the steps I need to take when I compose an argumentative writing?
2. How could I make my argument stronger, while others weaker?

Time: **10 min**	**Activities** **Building Background**
	Links to Experience: *Links to Learning:* *Key Vocabulary:*	**Vocabulary Review** TPR Vocab Tap 1. Students divide into groups of 3 (the two non-Spanish speakers are evenly distributed in two teams 2. The teacher would define the word from last reading session using either English or Spanish. Students tap the correct one using a fly tapper. 3. The teacher needs to make sure to rotate words between English and Spanish in different rounds. 4. Students are each given one word, and would talk about it using previous experiences

SIOP® Lesson Plan Template 3

Topic: The Giver Argumentative Writing	**Class:** 8th Grade ELL	**Date:** 2/13/2013

Content Objectives:	**Language Objectives:**
CCSS. ELA–Literacy W. 8.1: SWBAT write an argumentative essay with clear reasons and relevant evidence. **CCSS. ELA–Literacy W. 8.5**: With teachers' instruction and peer group feedback, SWBAT revise, edit, and strenthen their compositions, while keeping specific audience and purpose in mind	**CCSS. ELA – Literacy W. 8.1.c, e**: SWBAT compose coherently by using transition words, phrases, or clauses; SWBAT write a conclusion that follows the thesis argument. **CCSS. ELA – Literacy RL. 8.1**: SWBAT cite contextual evidence that would support the thesis statement **CCSS. ELA – Literacy SL. 8.1.c, d**: SWBAT question and respond to questions about the thesis arguements using relevant evidence and ideas; SWBAT acknowledge new information expressed by others and defend their own argument with clear evidence **CCSS. ELA – Literacy SL. 8.3**: SWBAT identify insufficient arguments from others, and counterargue using relevant reason and evidence.

Key Vocabulary:	**Materials (including supplementary and adapted):**
perfect world transition words Argumentative Writing (thesis, evidence, conclusion)	The Giver chapter 1 Graphic Organizers for argumentative writing (one normal sized, the other one enlarged for group presentation) "So you think you can argue" Worksheet from iCivics (partially used) Writing Prompt (generated together in class)

Higher-Order Questions:

1. What are the steps I need to take when I compose an argumentative writing?
2. How could I make my argument stronger, while others weaker?

Time:	**Activities**
10 min	**Building Background**
	Vocabulary Review
Links to Experience:	TPR Vocab Tap 1. Students divide into groups of 3 (the two non-Spanish speakers are evenly distributed in two teams
Links to Learning:	2. The teacher would define the word from last reading session using either English or Spanish. Students tap the correct one using a fly tapper.
Key Vocabulary:	3. The teacher needs to make sure to rotate words between English and Spanish in different rounds. 4. Students are each given one word, and would talk about it using previous experiences

Student Activity Sheet- *The Giver* Argumentative Writing

Hook

The purpose of the hook is to make students see the necessity of argumentative writing. At the same time, the whole class would generate bullet points and ideas on the graphic organizer to get a hint of how argumentative writing would look like.

Scenario of the hook: the school decides to ban Spanish speaking within the entire school area. If one wants to speak Spanish with others, he/she has to write the principle and tell him/her why Spanish is necessary in an English-speaking school. What would you do? How would you write it?

1. The teacher presents the scenario to students, have students freely talk to each other about the scenario, and calls for whole class input for the class' idea.

2. The students would probably start giving reasons for not banning Spanish immediately. If so, write the reasons down without a structured organization. If someone mentions the reason why banning Spanish is *not* beneficial for students, aka, arguing the reasons from making the counter argue weak, point out the fact to other students, and start from another side of the white board to write the reason down. Encourage other students to generate more such reasons.

3. Draw students' attention on the board. Ask students how to improve the organization of the reasons. Guide students to come up with the higher-order categories for the two kinds of reasons: Ones that support my argument; and ones that weakens the counterpart's argument. At last, the white board should look like this:

Reasons that Support MY Argument	Reasons that Weakens my ENEMY's Argument
Bullet points	Bullet Points

Hand out the "So you think you can argue" worksheet. Have students fill out the blanks about arguments.

4. Guide students to think what other components make up the argumentative writing. Link to students' previous learning experience for expository writing. Students should be able to come up with at least: hook, and thesis. Guide students to come up with other parts of an essay, like conclusion and introduction. Hand out the graphic organizers.

5. Together with students, go through the entire structure of an argumentative writing again. Have students fill out each part on their own small graphic organizer on the topic of Banning Spanish from School

Transition to *The Giver*

1. Give another scenario: Now, imagine the consultant of the rulers (committee of elders) of Jonas' world. They would seriously consider every suggestion that their consultant gives on every issue. Recently, they have been thinking about changing Jonas world to our world format, and they ask the consultant for advice. Now the internal mind of the consultant is split into two

sides, one thinks that our world is better so that the committee should switch to our world; the other side thinks that Jonas world is better so the committee should remain the same. If you were either of the side, how would you write an argumentative essay to persuade the consultant to give what you support?

2. Group students back to their assigned opinion groups (altogether 2 groups; this was predetermined by the reading session of the unit), and hand out their summary of the advantages and disadvantages of both worlds from the reading session.

3. Scaffold Think-aloud using the graphic organizer to show how steps are taken when writing an argumentative essay:

      1) determine the argument

      2) find support argument, and counterargument.

      3) Find contextual support for each argument; relate to personal or well-known examples of our world for counterargument (refer to the chart previously generated in reading session)

      4) Re-check. Make sure that I have both addressed the reasons that support my argument, and those that weaken my enemy's.

      5) State conclusion.

4. Have students work within the assigned groups. Walk through the graphic organizer in the teacher-scaffolded order. Find contextual support and real-world support for each statement. Discuss with group members and decide which ones are the strongest. Fill out each section of the enlarged graphic organizer for whole class presentation.

5. As a whole, each group orally presents their reasons and contextual support. After each presentation, allow 5-10 minutes for students' debating (argue and counter argue). The teacher should give guidance for language use, for example, language of how to disagree with another's opinion; how to strengthen team members' argument; and how to strongly support one's own argument. Also point out the use of sequential words and transitional words to make the structure clearer.

6. The teacher would put the two enlarged graphic organizer in front of the board as students' reference, as students get into the individual silent writing period. For those who struggle with writing, the teacher could dictate them.

7. At the conclude of the lesson, tell the students that because both group have both argued very strongly and powerfully, the committee decide to take both opinions, merge them together, and create a better world. Therefore the theme goes back to the theme of the semester: compromise.

My Argument:

Support 1

Support 2

Support 3

Evidence

Evidence

Evidence

Conclusion
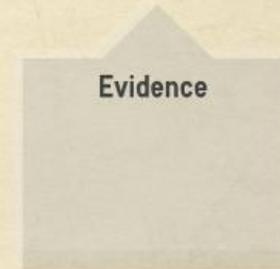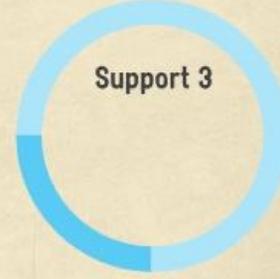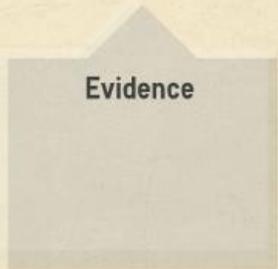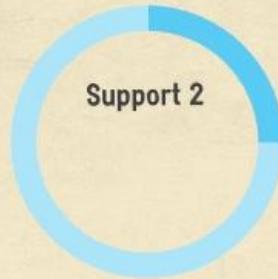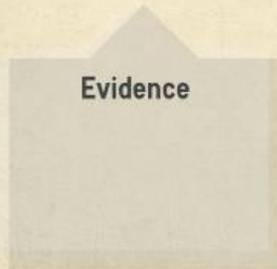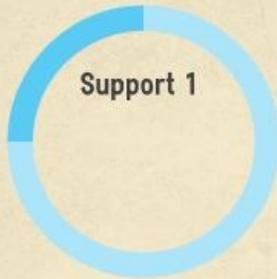
So You Think You Can *Argue*

Name:

Guided Teaching Worksheet

iCivics

An **argument** is just a _____ _____ that someone believes is or should be _____.

A **counterargument** expresses the _____ point of view.

A **supporting argument** explains why a _____ argument is _____.

Kids should be in school Monday through Satur-

Kids should not have to go to school on Saturdays!

And I can think of four reasons why not.

Reason #1: _____

Reason #2: _____

Reason #3: _____

Reason #4: _____

➔ Are You Laboring Under a *Misconception*?? ⬅

MYTHS ABOUT ARGUMENTS	REALITY
An argument is just people yelling at each other.	Arguments can be very _____ _____. An argument in writing is _____!
You have to totally believe in what you are arguing.	Making an argument has nothing to do with how you _____.
Every argument has a right and wrong side.	Most of the time, the two sides of an argument are just different _____.
You can't be good at arguing unless you can think fast on your feet.	A lot of great arguing takes place on _____, where you can _____ everything through first.

Argue on paper? Why would I want to do that??

Imagine this: Your state legislature is thinking about passing a law that says frogs can't drive until they are 18. You want to write a letter to convince your state senator to vote against the idea. What would you say?

Or this: Your city decided to close the park where you always hang out and play basketball. The city officials say there was too much trouble at the park and there was trash everywhere. Would you know what to write in a letter that would convince them to re-open the park?

Uh-oh...

What about this: You bought a used truck from the car lot downtown, but the truck didn't have a stereo. The salesman told you they would take a stereo from a different truck and install it in your truck. He said it would work great. You drove your truck home and discovered the stereo doesn't work at all! You called the car lot, but they refuse to fix the problem. You want to write a letter demanding they fix the stereo or else you will take them to court!

What word do you see inside the word "persuasive?"

_____

What does it mean to "persuade" someone?

(A) To disturb someone about something.
(B) To sweat on someone.
(C) To convince someone that something is true.
(D) To cause someone to be confused about something.

Help! I need persuasive writing!

Bet you can't argue your way out of this one.

LET'S PRACTICE

The school rules say students are not allowed to wear hats inside the building. The rules say a hat is anything that covers and protects a person's head. Susie wore a giant ribbon in her hair and got in trouble for violating the no-hat rule! Did Susie really violate the rule?

There are two possible main arguments:

1) _____

_____

because_____

_____

2) _____

_____

because_____

_____

Should/Should Not	Does/Does Not
Argue why something should or should not be _____.	Argue why something does or does not _____ a _____.
Use this kind of argument when you are arguing your _____ about something.	Use this kind of argument when there is already a _____ in place.
Example: Should _____ _____?	*Example*: The school rule says no hats. Susie wore a giant rib bon on her head. Did _____ _____?

Who Cares What You Think?

Making an arguments is a _____ that _____. "What you think" you _____ at all. You doesn't really _____ at all. You should be able to argue for _____ sides no matter which side you think is _____.

You Can't Come In Here With That Thing On!

Argument A: Susie did not violate the rule because her ribbon is not a hat.

Argument B: Susie did violate the rule because her ribbon is a hat.

Look at the list of supporting arguments below.
- Mark A if the argument supports Argument A.
- Mark B if the argument supports Argument B.

_____ The ribbon is something on her head.
_____ The ribbon is too flimsy to protect Susie's head from anything.
_____ The ribbon does not cover all of her head.
_____ The ribbon could protect Susie's head from rain or dust.
_____ The ribbon would not keep Susie's head warm.
_____ The ribbon covers most of Susie's head.
_____ The ribbon could protect Susie's head from sunlight.

Mini-Quiz: Yes or No?

1. _____ Is it possible to make an argument you disagree with?
2. _____ Is there a right and wrong side to an argument?
3. _____ Could persuasive writing help you convince someone to do something differently?
4. _____ Can an argument be silent?
5. _____ Would a does/does not argument help you persuade the city to re-open the basketball park?
6. _____ Would a main argument be very strong without any supporting arguments?
7. _____ Would a does/does not argument help you persuade the mall to let you back in?
8. _____ Can you argue on paper?

Artifact E

SIOP® Lesson Plan Template 3

Topic: League of Legends (Video Game)	**Class:** 8th Grade ELL	**Date:** 4/8/2013

Content Objectives:	**Language Objectives:**
CCSS ELA RL 8.1: SWBAT read and comprehend several informational texts, and draw inferences from contextual details **CCSS ELA. W8.2**: SWBAT generate an information text aiming at explain the champion (character) and convey how to play with the champion with skills **SWBAT** draw information from multimodal texts and inform their own practices	**CCSS ELA SL 8.1:** SWBAT participate and cooperate effectively to discuss with "affinity groups" about their learning during video game playing, and generate information on their champion for other groups **CCSS ELA L8.3**: Use establish use of conventions of English when listening, speaking, and writing

Key Vocabulary:	**Materials (including supplementary and adapted):**
Summoner Champion Turret Minions Other vocabulary identified by students during reading	- Youtube Video with script: James Paul Gee talking about video gaming and learning--> www.youtube.com/watch?v=JnEN2Sm4IIQ (0:00-2:22min) - High speed computers connected to internet, and with headphones - League of Legends $5 gift card purchased by school - League of Legends Website: www.leagueoflegends.com - Graphic Organizer on summary and character (for "character", two sheets per student)

Higher-Order Questions:

  1. What can I learn from video gaming?
  2. How do I get useful information from different forms of texts (picture, charts, description etc.)
  3. How can I convey a piece of information clearly to others?

Time:	**Activities**	
		Hook
		1. Have students brainstorm and free talk in whole-class instruction:
	Building Background	- What is your favorite video game?
		- What features are in that game that keep you playing?
		- What can you learn from that game?
	Links to Experience:	2. Watch the video, and think about the questions:
		- What is the one characteristic of War of Warcrafts that the presenter is talking about?
	Links to Learning:	- What does the game relate to in real life?
		Divide students in groups, provide the transcripts, and let students have
	Key Vocabulary:	group discussion on the questions. Ask one representative to speak up for the group

Time:	**Student Activities** (Check all that apply for activities throughout lesson):
	Scaffolding: ❏ Modeling ❏ Guided ❏ Independent *Grouping:* ❏ Whole Class ❏ Small Group ❏ Partners ❏ Independent *Processes:* ❏ Reading ❏ Writing ❏ Listening ❏ Independent *Strategies:* ❏ Hands-on ❏ Meaningful ❏ Links to Objectives **1. Play the League of Legends Tutorial** (For detail, please see student activity sheet) **2. Training Mode and Discussion by Group** (For detail, please see student activity sheet) **3. Individual Research and Testing Out** (For detail, please see student activity sheet) **4. Individual Writing** (For detail, please see student activity sheet) **Review and Assessment** (Check all that apply): Individual ❏ Group ❏ Written ❏ Oral ❏ *Review Key Vocabulary:* To exit the classroom, tell one new vocabulary you have learned from today. You cannot say the same word as the person in front of you, so prepare a back-up word to exit *Review Key Content Concepts:* Exit Ticket: Write one thing that video gaming could help you learn better at school. (social, linguistic, cognitive etc. factors)

Student Activity Sheet- League of Legends

1. Play League of Legends Tutorial by yourself

1). (The teacher should have students register for an account before the class).

Keep these requirements and questions in mind while playing:

> - Remember the key features of the game; you will summarize it with your team mates after the game
>> - How well did you learn?
>> - What features in the tutorial made you learn? What distracted you a lot and you would rather have them do something different?

2). Whole-class discussion on the latter two questions. Teacher would write students' thoughts down on the board as shown:

Skills	Useful Features	What I would rather change

3). Small-group summarizing activity: Summarize on your graphic organizer (summary tree) the main features of League of Legends. Imagine that the ones reading the organizer know nothing about the game, and they need to have a basic knowledge of what the game is about after reading your summary. Focus on vocabulary and features specific to this game: turret, nexus, summoner, minions, inhibitor… etc.

4) In whole class, each group presents their own summary tree map

2. Training Mode and Discussion in Groups

1) Guide students to start training mode. Stop when the game goes into champion selection.

2) Ask students to decide on their champions (they could choose 1 out of three). Divide students into groups with the same champion

3) Students play training mode by themselves and should try to end the game as soon as possible (they cannot team up in training mode). The game should end within 20 minutes. The group that finishes the fastest would get a coupon/snack. When playing, think about the questions:

> - What made you choose the champion?
> - What are the characteristics of your champion?
> - Do you like him/her? Why / Why not?

4). After everyone finishes the game, the group would generate a character graphic organizer informing other groups about the team's champion. The teacher would scaffold how to use the graphic organizer for the champion

5) Whole class demonstration on the group champion for other groups

3. Individual Research and Testing Out

1). Under the teacher's guide (some students may not need the guide; they could start straight into the research), students would browse the official website of League of Legends, and browse the vast champions from which they could choose to play.

2). Look at the comprehensive data of champions available on the website including the champion's "lore" (story), ability nature, charts for different aspects of abilities, and videos available of how to play and build the champion etc. Draw information from the vast forms of the texts available about the champion, and choose one that you think you could play the best.

Use contextual details including graphs, pictures, charts, texts, and other features to support your claim of why you think you could perform better with this champion.

3). Complete the top part of the character graphic organizer #2 (upper body), and show it to the teacher to exchange a $5 gift card for the game to buy the proposed champion for testing out.

4). Play with the champion and test out your hypotheses. Think back on the battle you just played.

        - Did it go well?
        - Could it go better?
        - Are you as good as you thought you were with this champion? Why or why not?
        - How could you improve using the resources online? Make a plan

5). Complete the second part of the character graphic organizer #2. If you finish before others, keep exploring and playing with the champion and improve your skills. Document how you improved your skills in controlling/building the champion using different modes of texts

4. Individual Writing
Write an informational text on your champion including a retell of the champion's lore, description of the champion's nature, how to play the champion, and tips when playing the champion. Students could also use the "artwork gallery/fan art gallery" on the official website to incorporate a picture or piece of artwork to better delineate the champion. The composition should be expository in nature, and students should make use of the graphic organizers and notes they have taken from the website and other resources to compose the text.
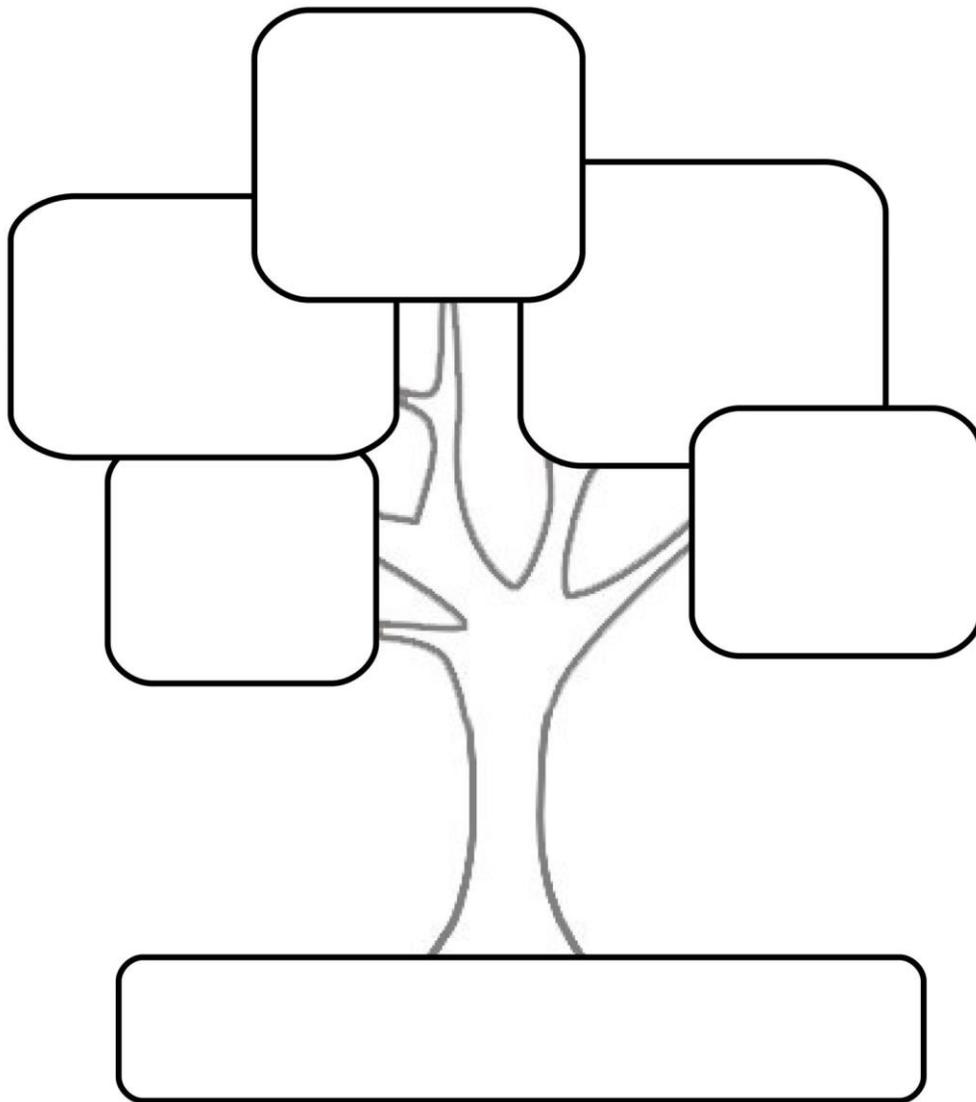
Champion Name

Champion Abilities

Champion
Characteristics

Reasons for the choice

Champion
Strengths

Champion
Short-comings

Champion Name

Champion Introduction

Champion Data

How does this Champion fit me

Evaluation of Performance

Action Plan for Improvement

Artifact F

Learning Analysis Project: An Empirical Observation

Wanqing L Apa, Peabody College, Vanderbilt University

Learning Analysis Project: An Empirical Observation

Project Layout

This learning analysis project is based on my empirical observation at a local middle school in a central-south capital city. The project is divided into five parts, with each featuring different traits and experience that I have encountered at the school using different kinds of assessments, which ranges from formal to informal assessments, observational protocol to a state test administration.

The first part of the project focuses on delineating the school and classroom setting that I was observing, as well as the focus student's cultural and linguistic background. For the background, a pre-instructional assessment that I did at the beginning of the experience provides a physical evidence to my claims, while at the same time serves as a basis on which I conducted my further assessments and observation protocol selection, classroom instruction, and suggestions for future instruction.

The second part deals with commenting on whether the students' learning needs have been addressed under state and/or federal requirements, especially in the context of No Child Left Behind (NCLB), a reauthorization of the Elementary and Secondary Education Act.

The third part comments on the focus student's stage of English Language Acquisition (ELA), to assess which I have used one observational protocol and one standardized test score. In the later part of the section, I also analyzed the reliability and validity of the standardized test.

The fourth part delineates the focus student's language proficiency in a content area, including the observation in oral language, reading, and writing abilities. Specifically, since I

have observed some vocabulary difficulty on the focus student, I have administered a standardized bilingual vocabulary test, which yielded the result that the focus student is indeed performing below grade level for vocabulary in both his first language (L1) Spanish and his second language (L2) English. The validity and reliability of the standardized bilingual vocabulary test are analyzed. Moreover, I also observed the focus student in a state-wide high-stake writing assessment during my stay at the target school. The observation shows that Al (all names are Pseudonyms to protest students' identity) is also performing low on writing; although through some emotional encouragement from the teachers, Al was able to generate a simple essay composed with several lines.

Part five considers all observations that I have made throughout part one to part four, and makes an instructional as well as an assessment plan for improving Al's learning experience. The plans are culturally relevant and responsive, aiming at bridging the gap between Al's family and peer culture and his school culture.

Part 1: Demographic of the Learning Environment & Focus Student's Background

The school where I was observing is situated in the metropolitan school district of a middle-sized central-south capital city in the United States. The location of the school district predicts the demographics of the school setting: because the school is situated in a district with higher concentration of Latino population, the majority (about 41%) of the students at the school is of Hispanic descent, followed by 27% of white, 26% of Black/African Americans, 7% of Asian/Pacific Islander, and less than 1% of American Indian/Alaska Native (greatschools.org, 2013). The school recognizes and values its diversity, especially for the largely represented minority groups: at the entrance of the school different national flags greet students every

morning; in the cafeteria, signs are English-Spanish bilingual; Spanish, Arabic, and Kurdish translation services are available at school; and last but not least, while some teaching staff are bilingual, other monolingual teachers try their best to adapt their content for the ELL students using protocols such as SIOP to make the learning easier and relevant to the culturally and linguistically diverse students.

Through an informal talk with the classroom teacher, I was informed that the observed classroom was set up under the school's ELL policy of grouping ELL students according to their grade instead of their English proficiency level in a pull-out ELL classroom as a substitute for the corresponding English Language Arts class. The classroom teacher also "pushes in" to the integrated Math class, making it a sheltered Math class co-taught by the content-area teacher and the ELL teacher (personal communication, December 12th, 2012). The grouping policy is very beneficial for the ELL students since they would be at the same cognitive levels, yet the potential varied English proficiency levels, especially those of reading and writing, post a great challenge for the ELL classroom teacher. Take my classroom for example: among the seven consistent 8th grade students, two are kindergarten reading and writing level that everything written has to be orally dictated; two are 1st-2nd grade reading and writing level, and three are around 4th-5th reading and writing level. Such discrepancy in English proficiency has been a great concern of the classroom teacher in choosing text materials, modifying instructions, and trying to keep up with the mainstream classroom and state standards. Demographics wise, Latino population is the majority in the classroom as it is for the entire school, with a Vietnamese girl and an Egyptian boy. The classroom teacher is bilingual in English and Spanish, knows every one of her students very well, and connects to each student in different appropriate ways. She encourages students' native language use in making sense of the class content, and sometimes she would also use

Spanish to instruct during small-group discussions. In all, the classroom and school setting is very supportive of ELL students' learning.

My focus student, Al, is a member of the 8th grade class. He is a struggling reader and writer with below-grade reading and writing levels. Even before I started doing the background assessment, I noticed that El hardly ever wrote anything down, no matter whether it was an in-class assignment or note-taking activity. When I used the SOLOM protocol which I would talk about in more detail in part 2, El told me that he was fond of painting, and that he paints regularly with his cousin. His goal for right now is to enter an art school, and learn how to paint professionally. Taking that comment as a mind note, I designed a pre-instructional assessment using a strong teacher scaffolding and alternative creation for students' response (see Appendix I & II for part of the scaffold). Still, El did not use his interest to express himself and his cultural and linguistic background. Luckily, however, I was able to get two sentences out of El during the Pre-instructional assessment (see Appendix III), and thus being able to getting some information out of the two Spanish-English bilingual sentences. Firstly, El was born in California, United States, to a Mexican immigrant family. This fact initially shocked me because I was assuming, despite all the readings that I had done since the beginning of my teacher training, that every ELL student was foreign-born and immigrated to the US after some time period in their home country. The simple fact that Al was native-born was the initial force that drove me to choose Al as the focus student: how and with what reason would an US-born struggling ELL student be different from foreign-born struggling ELL student? The second sentence in Spanish was an attempted translation of the English idiom: Do unto others what you want done unto you. As seen in the attached document, I scaffolded the assessment using my own experiences, and intentionally added the idiom to test students' English proficiency as well as their native

language proficiency. For Al, he was the first one that got the meaning of the sentence without

me giving out a hint to the students. Being able to understand an idiom requires a deep

understanding of the host country's culture and language, to which Al had had the exposure ever

since he was born, thus having a heads start compared to his peers. Another interesting fact is

that Al started translating the idiom into Spanish right after he got the meaning of the idiom. It

was not the first time that he did it: oftentimes when I was observing the classroom teacher's

instruction, I could always notice Al's immediate, often-times disruptive Spanish translation.

Being able to translate also requires a high proficiency of both languages, which would later be

shown by the standardized assessment that would be discussed more in detail in part three.

However, to get Al write down the Spanish translation took a great effort. "I do not like writing",

Al said. When asked whether he would prefer typing, he expressed more frustration since

"typing would cost even more labor" (personal communication, January 18th, 2013). Finally

under the classroom teacher's as well as my encouragement, Al wrote down what he thought was

right for the translation with the bilingual classroom teacher's help. Even with a little Spanish

knowledge, I recognized several misspellings of Al's Spanish. Therefore, I could infer that Al is

almost illiterate in his first language, while at the same time, possessing a deep control of oral

proficiency on both English and Spanish.

In all, Al is a struggling ELL reader and writer in both English and his heritage language.

Yet cognitively and orally, he shows a firm grasp of the linguistic features of both languages.

Part 2: Focus Students' Assessment Record under NCLB

For a multicultural and multiethnic school with a high percentage of ELL students, it is

essential to provide a supportive learning and socializing environment as Part 1 has stated. In

addition, the school also needs to comply with federal and state requirements to meet students'

need for their placements, assessments, and progress tracking under the No Child Left Behind

Act (NCLB), in order to receive funding in further facilitating students' learning.

The Final Non-Regulatory Guidance on the TITLE III State Formula Grant Program –

Standards, Assessment, and Accountability published by US Department of Education Office of

English Language Acquisition, Language Enhancement, and Academic Achievement for Limited

English Proficient Students (2003) has set the state requirements for State educational agencies

(SEAs) and Local educational agencies (LEAs) to set procedures and standards for Limited

English Proficient (LEP) students, more commonly referred to English Language Learners

(ELLs): "This document provides guidance on standards, assessments, and accountability under

the State Formula Grant Program authorized under Title III, Part A of the elementary and

Secondary Education Act as reauthorized by the No Child Left Behind Act of 2001 (NCLB)".

The purpose of the Title III document is to help ensure that ELLs attain English language

proficiency, develop academic English proficiency competence, and meet the state academic

standards set for other mainstream students as well. Both under NCLB, Title III is closely linked

to Title I in that the requirements made in Title I are reiterated in Title III as well.

Firstly, Title III requires that all SEAs receiving the funds "establish English language

proficiency standards, identify or develop, and implement English language proficiency

assessments, and define annual achievement objectives for increasing and measuring the level of

LEP student's development and attainment of English proficiency". As such, the federal

government requires the State government under Title III to establish annual assessments that

would track LEP students' language proficiency progress in five domains of the English

language: speaking, listening, reading, writing, and comprehension.

Secondly, Title I to which the Title III is linked requires that "ALL LEP students, regardless of the amount of time they have been in a school, district, or the United States, are to be included in these academic assessments with reasonable accommodations, including, to the extent practicable, native language versions of the assessments". Further, Title I also requires that LEP students who have stayed in the US for a consecutive of three or more years take the reading or English Language Arts (ELA) assessment.

Thirdly, States under Title III needs to establish annual measurable objectives that function as a benchmark for ELL students to meet each year. Failing to meet the objectives would put the student, the LEA, and SEA to high stakes of supervision from the federal government.

Altogether, States under Title III need to establish three types of standards for ELL students: : "English language proficiency standards and academic content and performance standards… finally, States will establish annual measureable objectives that identify a minimum percentage of students who must meet or exceed proficiency in the English language and in the academic content areas". As a result, relevant assessments need to be established to evaluate whether the target students have met these three types of standards.

The target school which I am observing is located in Tennessee. Therefore, it is self-explanatory to look at the standards and corresponding assessments established and practiced in the state of Tennessee.

Gottlieb (2006) proposed a checklist of assessment purposes and relating measures. The purposes include: 1). Identification and placement to determine eligibility for support services 2). Monitoring progress of English language proficiency and academic achievement 3)

Accountability for English Language Proficiency and academic achievement 4) Reclassification

within or transition from support services 5) Program evaluation to ascertain effectiveness of

support services (p.9). Gottlieb's checklist aligns highly with the NCLB requirements. Therefore

I would use the list as I further discuss the assessments.

The Tennessee State Board of Education (2011) published the ESL Policy 3.207 Revision

as an addition to the 2008 ESL Policy, which was "designed to set minimum standards for

Tennessee school districts in providing services to non-English language background (NELB)

students who are also limited English proficient (LEP)". In the 3.207 Revision, the state

explicitly and mainly demonstrated the process of identification and classification of a culturally

and linguistically diverse (CLD) student. Firstly, the CLD student and his/her family would

receive a Home Language Survey (HLS). If any answer of the three questions listed on the HLS

is a language other than English, the student would be labeled as No English Language

Background (NELB) student. If the student does not have any assessment record showing that

he/she has achieved English proficiency, he/she will have to be assessed using the state-

designated language proficiency test. After the assessment, the student would be labeled

according to the Tennessee Levels of English Language Proficiency and placed into different

classrooms accordingly (The Tennessee State Board of Education, 2011).

According to the documents, the focus student Al at the observation school should have

the assessment records as following: record of English language proficiency and placement test;

record of English language proficiency test that allows annual tracking and assessing of the

progress of students' English language proficiency; record of state-designated assessments in

academic content areas with possible accommodations that are taken together with the

mainstream students; classroom assessments that the classroom teacher uses for tracking the

student's progress of English language proficiency; and other assessments that the classroom teacher uses for tracking of the student's learning or intervention.

After requesting for the record and a scrutiny of the student school profile, I believe that Al's needs under NCLB are met by the school and the state. All the required assessments are available while at the same time, the classroom teacher's tracking assessment makes the progress and problems more visible and accessible.

Firstly, Al moved to Tennessee in 2008 when he was in 4th grade. LAS-Links was used to place him into a classroom. The assessment student profile sheet shows that he did not have any English proficiency upon first coming to Tennessee (scoring all zeros on every domain of the language), and thus was put into Pre-functional/Pre-production level according to the Tennessee Levels of English Language Proficiency on his Elementary School ELL Program Placement Card (See Appendices IV and V). One year later, he entered from elementary school to the observation school at which he is currently attending, and was assessed again for English language proficiency according to state requirement. Again he was assessed using LAS Links. Although still considered not proficient, this time Al showed some proficiency in all of the language domains, and thus was placed into ELD Level 1 according to the Tennessee Levels of English Language Proficiency (See Appendices VI and VII)

Secondly, Al has been assessed each year for his progress of English language proficiency for accountability using the state-designated English Language Development Assessment (ELDA). The score records are available since 2010, the second year after he entered the observation school. The results show that Al has achieved progress on Listening, Speaking, and Reading levels from 2010 to 2011 (See Appendix VIII for the record table)

Thirdly, for academic achievement together with other mainstream students, Al was assessed in the academic years 2009-2010 and 2010-2011 using an adapted version, the English Linguistically Simplified Assessment (ELSA) of the state academic achievement assessment, the Tennessee Comprehensive Assessment Program (TCAP) for the content areas of reading, mathematics, science, and social studies. For academic year 2011-2012, because he had been in the US for over three years, he was assessed using the TCAP achievement tests for content-area academic achievements in the same subject matters. In all content-area tests, Al has shown below-basic performances in reading, mathematics, and science, and below-proficient for social studies. Despite the seemingly low performance, Al has been progressing throughout the school years, while only dropping on the unaccommodated TCAP science slightly probably because of the difficulty in the content-area English language (See Appendix IX). Al has been taking the TCAP writing assessment as well with no accommodations, which I believe is a policy of the state. In addition to the state-mandated TCAP assessments as well as its alternate version, the observation school also performs an academic predictive assessment for all students' content-area academic achievement on TCAP: the Discovery Education Assessment (DEA). The DEA scores show that Al is in the last portion of percentile nation-wide, which cautions his content-area as well as ELL teachers to pay specially attention on the instruction. All of the standardized academic achievement accountability tests are pasted on a sheet of paper that would become a part of the student record (See Appendix IX).

Apart from the state-mandated assessments, Al's ELL teacher also monitors his and the progress of the whole class's English Language Proficiency through classroom formative assessments: students have something called "the Language Maintenance" every day for checking the knowledge learned the previous day or days as the week progresses. The language

maintenance is a useful daily progress tracking for monitoring students' daily progress and

whether or not the instruction was effective. In addition, a larger-unit classroom test is available

every month to check on students' grasp of the knowledge and to inform the teacher's instruction.

For Al, the classroom teacher suspects that his low performance not only results from language

issues, but may also result from learning disability or behavior issues. Therefore, the teacher has

been tracking him using other sources of assessment to identify learning disabilities within the

Curriculum Based Measurements (CBS) System, such as the Vanderbilt University Reading

Probes (Personal Communication, February 21, 2013). The ongoing tracking assessments in

classrooms not only allow the teacher to track progress and identify potential problems, but also

inform the teacher to adjust her instruction according to the requirements established by the

school, school district, the state, and the federal government.

In summary, Al's needs as an ELL student are met and supported with appropriate

measures by the classroom teacher using tracking assessments for progress of English language

proficiency as well as intervention, and by the school using state-designated standardized

assessments for the three types of standards established by the federal government under NCLB.

Part 3: Focus Student's ELA Acquisition Stage with Assessments

Although I have attained some clues about the focus student's proficiency levels on both

English and Spanish, it was only an "educated guess", a hypothesis made from the pre-

instructional assessment. In part three, I use both informal observational protocol as well as a

standardized test score to prove the hypothesis.

For the observational protocol, I chose the SOLOM. The reason for choosing the

SOLOM protocol is mainly because of its flexibility: it could be used on a seemingly one-on-one

interview talk; and it could also be used to observe a group of students in different classes while the focus student is interacting naturally with them. Since Al is not fond of going to school, as he expressed in one of the small-group-instruction talks, I was well aware of the fact that I should not make the "observational assessment" too much like an assessment. The SOLOM interview began accidentally when Al was "timed out" from Math class for being too disruptive. I then grasped the opportunity and made the interview like an educational "talk" while the focus student was under punishment. From administering the SOLOM protocol on a disguised interview with topics ranging from Al's daily life to his passion for painting, as well as his future goals in his life, I have concluded that Al's oral English proficiency is overall approximately that of a native speaker. He was able to get his points and thoughts across, but lack of the awareness of expanding the interaction through further details such as why he did certain things, and how he has achieved certain results. However, when I asked him explicitly about the details, Al was able to express the details orally. During whole-class instruction, Al was able to get his idea across to his fellow students as well as to the teacher when he was paying attention. In fact, I have noticed in my own instruction that Al often times acts like a "discussion starter" or the first to explain an idea that the teacher is trying to have the students define orally. His flow of language was fluent, and the grammar was appropriate for classroom use. His pronunciation might still have some influence in Spanish that sometimes he did not annunciate his words and sentences clearly, causing some second affirmation. In all, through the SOLOM protocol that I used to observe Al's social English and his interaction with peers in the classroom, I argue that Al's oral social English proficiency approximates that of a native speaker. However, oral English proficiency is only one aspect of an individual's English proficiency level, and at the same time, the oral English proficiency might need some credential to confirm that Al is indeed at near-

native level compared to that of his peers. Therefore, I decided to use Al's English Language

Development Assessment (ELDA) test score to validate my hypothesis and inform me more

about his proficiency in other aspects of the English language.

"ELDA is a battery of tests designed to allow schools to measure annual progress in the

acquisition of English language proficiency skills among non-native English speaking students in

3-12" (ELDA Technical Report, 2005, p. 1). As seen in Part 2, it is also a test required for all

ELL students in the state of Tennessee for tracking their English Language Proficiency Level.

Table 3.1 shows the focus students' performance in all four skills in both years of 2010 and 2011.

As is shown below, from year 2010 to 2011, Al has progressed a lot on listening and speaking

levels, which have ranked level 4, the highest level in the ELDA test. However, his reading and

writing levels still remain low, with reading having progressed one level than it was in 2010. The

test score matches my observation with SOLOM protocol about Al's oral English proficiency.

However for reading and writing, I need to analyze the ELDA test's reliability and validity first

before I could fully trust the test to inform my observations and instructions to Al.

Table 3.1

Year	Listening Score	Listening Level	Speaking Score	Speaking Level	Reading Score	Reading Level	Writing Score	Writing Level	Compre-hension
2010	360	1	486	2	312	1	445	1	1
2011	776	4	776	4	488	2	538	1	2

For reliability, Hughes (2002) suggested that "the scores actually obtained on a test on a

particular occasion are likely to be very similar to those which would have been obtained if it

had been administered to the same students with the same ability, but at a different time. The

more similar the scores would have been, the more reliable the test is said to be" (p. 36).

However, ELDA test used Cronbach's alpha to calculate the internal consistency of the test, and

argues that the test-retest and inter-rater reliability "are inferior to internal consistency ones"

(ELDA Technical Report, 2005, p. 35). For ELDA, the field test gathered data and analyzed the

internal reliability "by skill domain and grade cluster" (ELDA Technical Report, p. 35). For test

form reliability, the test has yielded a high coefficient ranging from .76 for writing form A in

grade clusters 3-5 to .95 for listening form B, Reading forms A and C in grade cluster 9-12 (for

details, please see appendix X).

Although ELDA argues that inter-rater reliability is inferior to the internal consistency

reliabilities, the test did use IRT model to evaluate the correlation between the score reliabilities

between the dichotomous multiple choice questions and polytomous graded response (ELDA

Technical Report, 2005, p. 37). The coefficient for score reliabilities range from .76 in writing

for grade levels 3-5, to .95 in reading for grade levels 9-12 (for details, please see appendix XI).

It seems like that the ELDA test yields a high internal reliability for different forms it

uses and the score reliability between multiple choice and constructed response. However, I

would argue that it not using test-retest reliability study or inter-rater reliability study is rather

odd. I as a teacher would like to see more in detail of why the test argues that those reliabilities

are inferior to internal reliabilities while other commercial standardized tests tend to do studies

on both areas.

The ELDA test does not provide validity studies in the technical report, either. However,

one can always tempt to look at its face validity. According to Hughes (2002), "a test is said to

have face validity if it looks as if it measures what it is supposed to measure" (p. 33). In the case

of the ELDA test, although it claims to be a test of English language proficiency skills, it also

claims to "provide content coverage across three academic topic areas…and one non-academic

topic area related to the school environment" (ELDA Technical Report, 2005, p. 1). Further, it

argues that the tests are "tests of language skills with content drawn from age-appropriate school

curricular and non-curricular sources" (ELDA Technical Report, 2005, p.1). Although it asserts

that the tests are "not tests of academic content...", that "no external or prior content-related

knowledge is required to respond to test questions", the face validity of the ELDA test is very

questionable. In order to understand the meaning of a test item, and respond to it, students need

to be able to draw meanings from their prior knowledge to construct new meanings for the item

they are seeing on the test. If a test that is supposed to evaluate students' English proficiency in

the four skills only also consists of culturally and cognitively relevant items, it should be

considered culturally and linguistically biased which is especially detrimental for immigrant

students who might not have had prior schooling experience, or who have had interrupted

schooling experience, or whose schooling experience is different from that of an American one

because he/she is from a foreign country. In this case, the ELDA test not only tests the target

students' English language proficiency, but also tests the student's acculturation levels as well as

some grapple of the content areas.

Looking at Al's ELDA score for two years, on one hand, his speaking and listening

scores correlate with what I have observed with the SOLOM protocol. However, since the ELDA

test is questionable of its reliability and validity, one cannot fully trust the students' scores in

reading and writing. Therefore, a closer look at the students' reading and writing skills is

necessary, which leads us to Part 4 on the vocabulary and writing ability in content areas.

Part 4: Focus Student's Vocabulary and Writing Ability in Content Areas

In Part 3, I have used the English Language Development Assessment (ELDA) to determine the focus student's English proficiency, especially his oral proficiency compared to the SOLOM protocol I used to observe the focus student in classrooms. However, the ELDA test results only showed his English language proficiency level, which excludes the language abilities the student is required to possess in order to succeed in school. In part four, I use both informal observational protocol as well as a standardized test to prove the hypothesis, while at the same time obtaining some proof of the focus student's writing level from administering a state-wide standardized writing assessment. These informal and formal assessments aim at obtaining information about the student's English abilities in content areas.

For the observational protocol, I used SOLOM as I did in Part 3 because of its flexibility: it could be used on a seemingly one-on-one interview talk; and it could also be used to observe a group of students in different classes while the focus student is interacting naturally with them. From the disguised interview in Part 3, I concluded that Al's oral English proficiency is overall approximately that of a native speaker. During whole-class instruction, Al was able to get his idea across to his fellow students as well as to the teacher when he was paying attention. His flow of language was fluent, and the grammar was appropriate for classroom use. Even in a highly-demanded classroom like the integrated Math class together with mainstream students, Al is able to speak up in front of the class for his own ideas and opinions concerning a certain mathematical problem. The biggest problem for Al, however, is vocabulary. Although his other oral features approximate that of a native speaker, Al's academic vocabulary is still below grade-level, resulting partially in his difficulty at reading grade-level texts, as well as some in-depth class-discussion.

Because of his vocabulary issues, I decided to test Al's vocabulary using the *Expressive One-Word Picture Vocabulary Test Spanish Bilingual Edition* (EOWPVT-SBE). My rationales for selecting this specific vocabulary test out of tons of other commercialized standardized test are as following. Firstly, the EOWPVT-SBE does not require any written tasks from assessee's part. Such feature would make the test less intimidating especially for Al, a struggling student at writing who resents putting anything down on paper. Moreover, the EOWPVT-SBE uses only pictures, which would make the assessment less like an assessment but rather a word play. I believe that the more an assessor and the test put the assessee at ease, the more authentic result it would yield from the test. Finally, the test could be administered in both Spanish and English, with a carefully designed language-dominance survey to determine what the assessee's dominant language is. Such feature not only allowed me to test Al's vocabulary proficiency in both his native language and English, but also gave me more in-depth linguistic background knowledge of Al in addition to the pre-instructional assessment and the SOLOM protocol interview.

The result correlates with what I have observed using SOLOM protocol: Al ranks 75 percentile of the age group 11-0~12-11, which proves that he is performing below-grade-level on vocabulary. The lack of vocabulary could further partially be attributed to the low performance on reading and writing. Some interesting features during the test administration were that I noticed that Al's vocabulary mainly lies in two domains: family life and school life. For family-life-related words, Al knows nearly every word in both languages, with only a couple exceptions where he only knew the Spanish version. This correlates with his language dominance survey, in which he stated that at home, he speaks English to his father, other relatives and friends, while speaking Spanish to his mother (personal communication, February 5th, 2013). Yet for school-related vocabulary, Al has missed a lot of words in Spanish. He himself said that he did not learn

those words in Spanish, because school was the only place where he saw the words in English,

and that was all he knew (personal communication, February 5th, 2013). Moreover, I did notice

some culturally-related issues appeared on the EOWPVT-SBE test. The encountering with the

word "tweezers" was a funny one:

> Author: Ok, tell me what it is (point at the picture where there was a pair of tweezers)

> Al: I know what they are for. You know, you use them to pluck your eyebrows. But I
>   don't know what they are called, because I don't use them.

> Author: not even in Spanish?

> Al: Nope. I don't use them. They are gay (personal communication, February 5th, 2013).

I had to laugh there. But the conversation above posted a question about whether this

standardized assessment has considered gender-discriminated items. If the conversation above

could not explain how some items might be culturally-specific, maybe the next example would

show enough evidence. For the word "chess", Al got the English word "checkers". I was

immediately caught in a dilemma: the only difference between chess and checkers is the shape of

the pieces that move across the board. In the United States, checkers might be more common

than chess. For Al, checkers might be the only thing that he had ever seen. Therefore, he might

have just neglected the different shapes of the pieces, thinking that it was a different design to

look better, and therefore getting the word "checkers". Now do I want to count that as a wrong

answer? Not really; but I had to. For me, it was an invalid test item for the vocabulary

proficiency of Al. Such culturally-relevant words appeared several times in the test, which then

brings me to the analysis of the technical data of the reliability and validity of EOWPVT-SBE.

"In educational and psychological testing, reliability refers to how consistently, within the test itself, the items sample the domain of interest (internal consistency) or how consistently test results are produced over time (test-retest) or between different raters (interrater)" (Salvia & Ysseldyke, 1991, as quoted in Brownwell, 2001, p. 67). In other words, for a test to be considered reliable, similar test items aiming at the same skills within the test should yield similar result for the same test takers (internal consistency), or that if the test takers were to take the test twice, under the perfect condition, they would have similar or same scores (test-retest), or that two different raters should have similar or same ratings of a student work (interrater). Hughes (2002) suggested two common ways to test the reliability of a standardized test: test-retest method and the split-half method. He argued that although each method has its affordances and constraints, either would yield relatively accurate results (pp. 38-39) for studying the assessment's reliability. To make the case more appealing, the test design committee of EOWPVT-SBE used both test-retest and split-half method, in combination with a quantitative formula known as "Cronbach's coefficient alpha". The formula and split-half (among odd and even numbered items) methods were designed for the "internal consistency" reliability, while the test-retest was for the so-called "temporal stability" reliability (Brownwell, 2001, p. 67).

For internal consistency reliability, both the formula and split-half method were computed, and yielded correlated coefficients. For age groups 4-12, the coefficient alphas have a range of .92-.97, with a median of .95. For split-half method, across age groups 4-12, the corrected coefficients range from .93-.98, with a median of .96 (Brownwell, 2001, pp. 67-68). For the test-retest method in temporal stability reliability assessment, 32 test takers were re-examined after an interval of 20 days. The corrected correlation was .91 (Brownwell, 2001, p. 68). All three methods have produced correlated high coefficients. Especially when we take

Lado's (1961) argument about the different coefficient standards for different types of

assessment, the EOWPVT-SBE still ranked high on the range of vocabulary assessment

coefficient standard: between .90-.99 (cited in Hughes, 2002, p. 39). From the technical data, the

EOWPVT-SBE appears to be highly reliable on internal reliability and temporal stability

reliability. However, being reliable does not necessarily guarantee the assessment to be valid.

Previously I have questioned the face validity of the assessment, so the next paragraphs would

examine the technical data for validity according to the manual.

"A test is said to be valid if it measures accurately what it is intended to measure"

(Hughes, 2002, p. 26). Hughes further divides test validity into "content validity" and "criterion-

related validity" under the overarching "construct validity" (Hughes, 2002, p. 26). The

EOWPVT-SBE design committee, then, examined all three aspects of the assessment, arguing

that "the data presented…lend support to the validity of the EOWPVT-SBE as an instrument for

use in evaluating the speaking vocabulary of Spanish-bilingual individuals" (Brownwell, 2001, p.

77).

For content validity, the EOWPVT-SBE argues that the assessment maximizes the ability

in testing the targeted skills by increasing the quality of four aspects in the assessment. Firstly,

since the EOWPVT test format only requires the test takers to look at pictures and name them,

"the confounding effects of other skills is [sic] minimized". Secondly, it argues that the items in

EOWPVT were carefully selected with the purpose of being neutral on gender, age level, and

cultural background, although I would argue that such claim still needs to be closely examined

by more quantitative and qualitative researches. Thirdly, because the EOWPVT-SBE was an

adaptation from the original EOWPVT assessment, certain items that do not qualify for the

adapted bilingual version, such as those that might have different expressions across the Spanish

dialects, or those that could not be accurately translated, were eliminated from the original

assessment. By doing so, the adapted bilingual test eradicated the invalid test items that might be

"culturally biased, or that might otherwise prove to be problematic". Finally, "the standardization

sample, item discrimination and difficulty were evaluated quantitatively through item analysis

and qualitatively through feedback from participants in the standardization study" (Brownwell,

2001, p. 72), thus reassuring the validity of the content for the adapted bilingual EOWPVT-SBE.

For criterion-related validity, the EOWPVT-SBE is compared with the Receptive One-

Word Picture Vocabulary Test-Spanish Bilingual Edition (ROWPVT-SBE) and the SAT9-Vocab.

Both the ROWPVT-SBE and the SAT9-Vocab are supposed to measure students' vocabulary

proficiency, yet with distinct skills required because they both measure receptive skills instead of

the expressive one as the EOWPVT-SBE does. Therefore, a positive correlative is expected,

although not in a high range. The study turned out that the correlation between EOWPVT-SBE

and ROWPVT-SBE is .36, and the correlation with the SAT9-Vocab is .57. Such low-range

positive correlation indicates that the EOWPVT-SBE is moderately correlated with both of the

other vocabulary tests, yet remaining some differences because of the unique skills tested for

expressive vocabulary proficiency (Brownwell, 2001, p. 73).

For construct validity, assumptions of the correlation between chronological age,

cognitive ability, academic achievement, expressive and receptive vocabulary, and exceptional

group differences are made and tested. Among the different categories, academic achievement

stood out for its detailed data. The assumption has it that "school achievement is related to a

student's ability to extract information from what he or she hears and reads. Students with the

most well developed vocabularies are able to understand a wider range of information with

resulting increases in their educational attainment" (Baker et al., 1998, as cited in Brownwell,

2001, p. 74). Therefore, a correlation between the EOWPVT-SBE and the SAT9 Reading and

SAT9 Language should yield a high positive result. The technical data turned out to be .67 with

the reading achievement, and .75 with language achievement, which "supports the hypothesis

that a considerable relationship exists between performance on the EOWPVT-SBE and academic

achievement in reading and language as measured by these tests" (Brownwell, 2001, p. 75).

In summary, the studies of reliability and validity have proved the EOWPVT-SBE to be a

considerably desirable means for standardized assessment on testing Spanish-English bilingual

students' expressive vocabulary proficiency. However, teachers as test administrators should not

only believe in what the technical data in the manual says about the assessment, but also need to

evaluate through their own interactions with the assessment. As mentioned above by me for the

face validity concerning content, I still believe that the assessment more or less has cultural- and

gender-related issues with test items. For example, the manual states that

> "The easiest words on the test were obtained through parent questionnaires that asked
>
> parents to indicate the first words spoken by young children. The frequency of the
>
> remaining words were selected with reference to their frequency of use in written
>
> material and the grade level at which the words appear in curriculum materials"
>
> (Brownwell, 2001, p. 72).

It seems to be objective for the assessment in word selection if one reads the description, but

teachers also need to think about the demographics of the parents asked in questionnaires for the

data collection: do they represent the cultural norm samples that the test is supposed to measure?

How different are their socioeconomic status? For the remaining words selected through written

material and grade-level curriculum materials, one also needs to ask whether the materials

represent the norm group that the test is supposed to measure. Often times, the curriculum material represents the mainstream society, which might not be the targeted testing group for which the assessment was designed. Moreover, although the EOWPVT-SBE test is relatively objective in that it is a dichotomy selection, inter-rater reliability would still differ. For example, the oral instructions given by the test administrator would differ greatly between a Spanish speaker and a non-Spanish speaker, which might result in some great discrepancies in test results.

In all, although the EOWPVT-SBE test study has produced some satisfactory technical data, some aspects of the validity and reliability still need to be further studied. Teachers should be aware of these facts, and generate different performance-based classroom observation protocols and authentic assessments for informing teachers' instruction and students' performance, instead of solely relying on the scores of the EOWPVT-SBE assessment.

Apart from the EOWPVT-SBE, I had another chance to get close to a standardized testing for El in the classroom. If we took EOWPVT-SBE as a practice standardized test which did not bring any high-stake consequences, the one that I observed was definitely high-stake: it was a state-wide Writing test. The observation of the standardized test confirmed to me that Al is indeed struggling on writing and typing, especially on a formal essay writing session with absolutely no accommodations for ELL students. At the same time, the observation gave me some thoughts on how teachers could meet students' needs under the pressure of high-stake assessments.

The state-wide writing assessment straightly reflect upon part 2: whether the ELL students' needs are being addressed under the state and federal requirement, especially under

NCLB. Before the writing assessment, the classroom teacher and I have both exclusively taught

on the writing for that specific standardized test. Still, Al and other ELL students struggled

through the entire process. This reminded me that a short period of skill training is not enough,

that we as teachers need to train ELL students' mindsets into the mainstream "western" way as a

test-taking strategy. Moreover, the pre-test survey questions included in the state standardized

test, such as "How often do you write?" "How often do you write other than in ELA class?" and

"How often do you use a computer to write?" inspire classroom teachers to train students on

content-area writing as well as incorporating technology into writing instruction as much as

possible. During the test, although teachers could not help ELL students in any way that would

cause "partiality", emotional encouragement is essential. ELL students would get discouraged by

the lengthy text that does not relate to any of their previous experiences. At this vital time,

teachers need to encourage students to try to read and write on the computer as much as possible.

Because of Al's dislike of reading and resentment of writing, he got really discouraged by the

assessment. However, under the classroom teacher's and my emotional encouragement, he was

able to produce one to two paragraphs responding to the writing prompt. This experience

informed me that under the circumstance of English-Only and NCLB, one as a teacher could not

do anything to a state high-stake test, but to provide classroom instruction suitable for training

students' long-term writing skills, and adequate emotional support during the ongoing of the

assessments.

According to informal observation protocol and standardized assessment as well as the

observation of the statewide high-stake assessment, I come to the conclusion that Al struggles in

content areas mainly because of his low vocabulary ability and literacy skills that could not meet

the high-demanding content area standards which require students to have disciplinary literacy to

succeed at school. Teachers, no matter content-area or ELL teachers, should collaborate with each other, and develop a curriculum that facilitates both Al's content-area knowledge development as well as the acquisition of disciplinary literacy.

Part 5: A Plan of Development for the Focus Student

After three months of observation accompanied by several informal assessments and standardized assessments, I have concluded some aspects of Al's learning that need to be improved for better learning. Firstly, although Al is fluent in social and oral English, which could be called to approximate that of an English native speaker, his reading and writing levels are low. This conclusion is not only based on the ELDA test result, but also is verified through my observation of a high-stake writing assessment and during independent reading times. Specifically, during my instruction of a reader's theater section, I found out that Al had decoding problems: for some words, although he had problems pronouncing them first, after my sounding the word out, he appeared rather familiar with the word, and knew what it meant. Also, through the standardized vocabulary test, I came to the conclusion that Al has a really limited vocabulary both in his L1 and English in content areas. In addition, Al is not literate in his first language Spanish, which was tested by his inability of writing his translation down during my pre-instructional assessment. Limited vocabulary in content areas as well as decoding problems during reading made reading and writing very difficult for him. Difficulty generated resentment; resentment leads to lack of practice; and lack of practice results in more difficulties in both areas. This malice circle needs to be broken if teachers want Al to perform better both in classrooms and on tests.

The classroom teacher has considered special education for Al, and has indeed made a case. She is now under the pre-referral process and monitoring, for which she uses Peabody College's PROBE test and CBM measurements to track him (personal conversation, February 22nd, 2013). However, I do not think that Al should be referred to special education. Despite the fact that he has stayed in the US for six years but yet still has not become proficient in both social and academic English, most of Al's problems could be attributed to a disconnection between his peer group culture and the school culture, limited parental involvement in his learning, limited L1 proficiency, and a lack of self-efficacy. According to Collier (2011), if "the student's learning and behavior problems are primarily due to linguistic and/or sociocultural factors….Under current IDEA…the CLD student is not eligible for special education services" (p. 131). I believe that Al's learning difficulties are mainly due to linguistic and sociocultural factors listed above, so I believe that under careful and intensive modified classroom instruction as well as family literacy practices, Al would be able to solve those learning problems. Therefore, the instructional plan will be focused on ways to address these attributors, and the following assessment plan would be the measurements to test for the effectiveness of the instructions.

Instructional Plan

One of the phenomena I have observed with Al is that because he is a rather strong and big 8th grader, his peers see him as an important leader in social interactions. Most of the peers that he hangs out with during school time are at the same time in the same class for ELL pull-out period. During my instruction time to all the students, I have noticed that group works sometimes act as an impediment for those students because whenever they are together, they focus their attention to some other conversation topics and being disruptive towards each other. Therefore I propose teaching explicitly classroom rules and routines about effective group work and peer

assessment to build up the student's social interaction resiliency. Another important observation that I have made is that if Al is put to the role of a leader in learning, not only him but also the whole group would benefit from a more active group interaction. Therefore, having Al to act like a student teacher or a teacher assistant for certain units would motivate his desire to learn the material, and when he teaches the material to others, he would be reviewing the learning material unconsciously. Moreover, the team members would also benefit from a student teacher, since Al's perspective on the material might be similar, if not same to that of his peers'.

During my observation time, I have noticed little interaction between Al's parents or relatives and the school. However, through the interview with SOLOM protocol and informal chatting with the student, I found out that one of the student's uncles, who is a lawn care provider, as well as one of the student's cousins, who is in an art college and with whom the student does his painting, are frequently brought up by the student. Apparently these are important people in the student's life that he wants others to know about. Inviting these people or Al's parents to come and speak to the class about their experience and design classroom instructions around those talks would motivate Al to do the activities, while at the same time giving other students an opportunity to get to know successful stories and experiences they may need in their later lives. Moreover, as a teacher, I would visit Al's home and conduct conversations with Al's parents/guardians about how to develop family literacy practices with Al in his first language, especially when it comes to the L1 literacy and decoding. Family members could begin reading Spanish books with Al, and teach him explicitly how to read and write in his first language. At the same time, the classroom instruction should put some focus on basic English decoding rules and reading strategies in addition to Al's family instruction on his L1. In

this way, Spanish and English could act as reciprocal factors to facilitate each other in Al's development in literacy for both languages.

Reading strategy wise, I have not observed the teacher teaching students explicitly about reading strategies like use of cognates, summarizing, re-read strategies, prediction, or K-W-L charts etc. As literature calls for great attention on teaching reading strategies to students, it is going to be a priority in my instruction to the class for Al. Moreover, inspired by the observation of the state-wide writing assessment, I would like to incorporate writing activity in every one of my class. The students do not need to write a lot, but they need to practice writing on a daily basis. Meanwhile, for some daily write-ups, I would require students to do them on the computers available at school to check out, because they need to get used to typing essays since the state-wide writing assessment is administered on computers.

Assessment Plan

Assessments should function as a tool to inform teachers about students' weak areas of study as well as inform teachers of their own teaching. For Al, I would like to do a running record or BRI to make sure that what I have suspected is true. The same test would take place again at the end of the quarter to see whether the combination of explicit teaching on reading strategies, developing L1 literacy together with L2 literacy, and family literacy practices has a positive effect on Al's reading proficiency. However, since BRI and running record are rather standardized, which means that they lack the ability to inform teacher's instruction and students' learning, formative assessments should take a large role in this assessment plan.

For daily assessments, anecdotal records would help me reflect my teaching in the way that I could retrospect my lessons based on the record and match the objectives in the lesson

plans with the record to see whether Al has achieved his daily goal. Some adjustment of the

lesson plan should also be made daily so that I could address Al's needs on a daily basis. For the

book that the class is reading together, I would like to have Al as well as other students to jog

down anything they find interesting in the book, and write about them in their daily reading

journals after they finish the chapter. For those who have computer and internet at home, I would

encourage them to blog their reading journals and make it public to the online community.

Through reading their daily journals as well as responding to them, I would get to know how

well the students have a grasp of their chosen books and at the same time, modeling grammar

and writing structure to them. For the students, daily journal would help them form the habit of

writing, and practice unconsciously the thinking and writing process every day. At the end of the

book reading, I would have the students gather all their daily reflections and write a book

criticism, and present it to their classmates. The daily reflections will be graded based on

whether the students have completed them with efforts instead of on content, and the grade for

the final book criticism will count as part of the final grade students get for the semester. The

presentation would also take a role in students' listening and speaking grade.

Every week on Fridays, I would give students a quiz to go over what we have been

learning. Using a teacher-generated standardized test in a formative way would inform me

whether or not the students have grasped the content and skills required by the standards that are

reflected in the lesson plans. For Al specially, I would take every Thursday and have him read

aloud to me, both in English and Spanish, to see whether or not he has completed his goals of the

week for literacy development in both L1 and L2.

Every four to six months depending on the complexity and length of the books that

students choose for independent reading, the class will hold a reader's club and share the books

they read. Students will need to create a multi-modal presentation for their own books, and hold discussion as a student teacher having expertise on what they read. Students will be scored on how they put together the presentation, the discussion questions they thought about, and the total atmosphere of the book club of which they are in charge. The grade also goes to the final grade they get from my class.

At the end of the year, students will need to select from their journals, classroom write-ups, notes, projects that they have done for this class and other artifacts, making them into a portfolio. They will also need to write a complete essay on why these items are selected and the reflection of this semester's class. Essays will be typed with conventional MLA format. Before the final draft is due, I will hold a Writer's Workshop twice and have students reflect on their own works. Through modeling and instruction, my intention is to have students, especially Al, see writing not as a resentment but reflection tool; and feedback not as an emotional outburst and a way of judging them, but a tool that could help them produce higher quality works as well as a tool that helps them become successful learners.

The cultural relevant instructional and assessment plans proposed above are aimed at targeting Al's difficulties in learning at school as well as bridging the gap between home and peer cultures with the school culture. I believe that through appropriate and targeting instructions, Al will discover his passion for learning; and through involving family members and peers, Al would develop his learning skills more comprehensively. These instructions and assessments do not see Al as a deficient learner but a culturally and linguistically diverse individual who needs some extra help in bridging his home language culture and the school language and culture.

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Appendix I: One of teacher's own slide on teacher's background
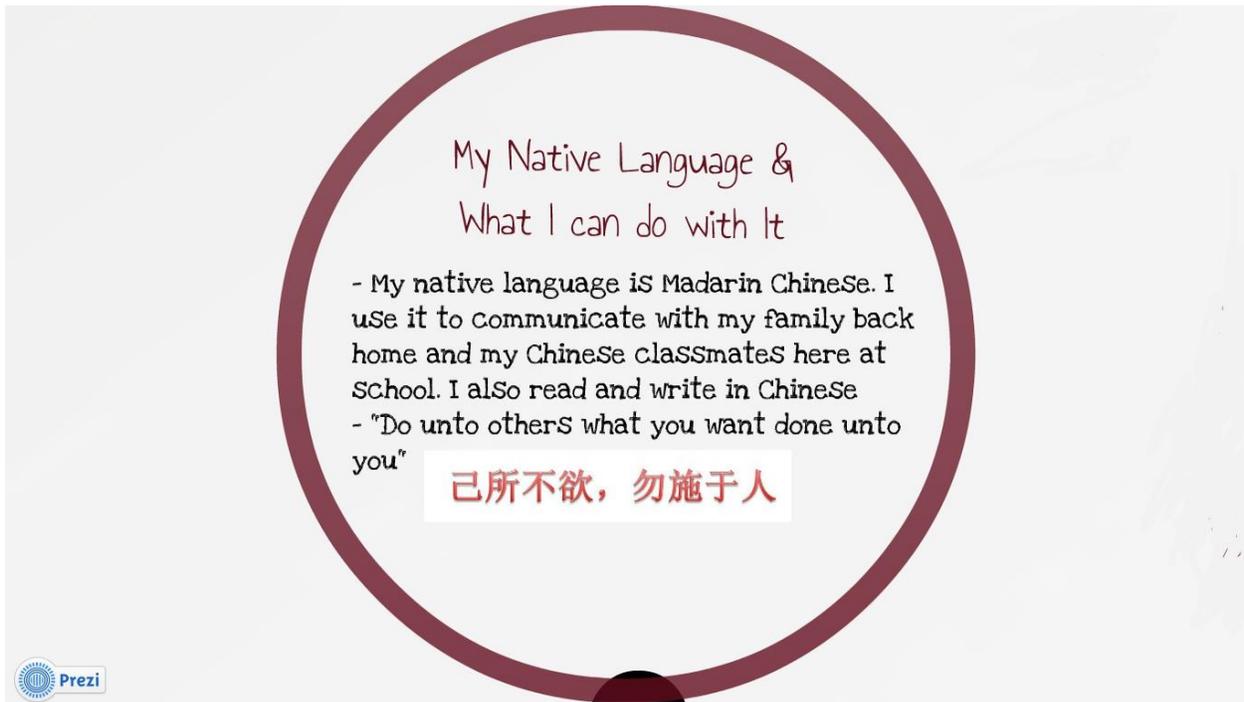
Appendix II: Graphic Organizer for Pre-Instructional Assessment
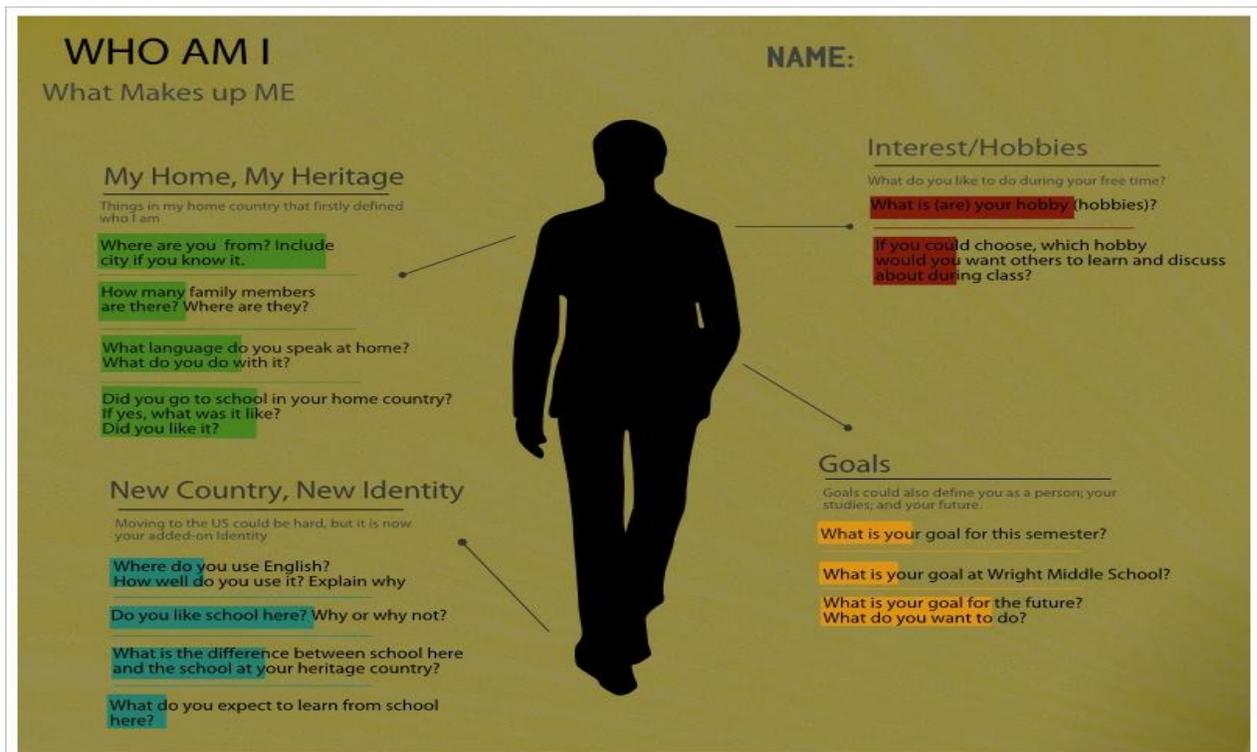
Appendix III: Focus Student's Pre-Instructional Assessment
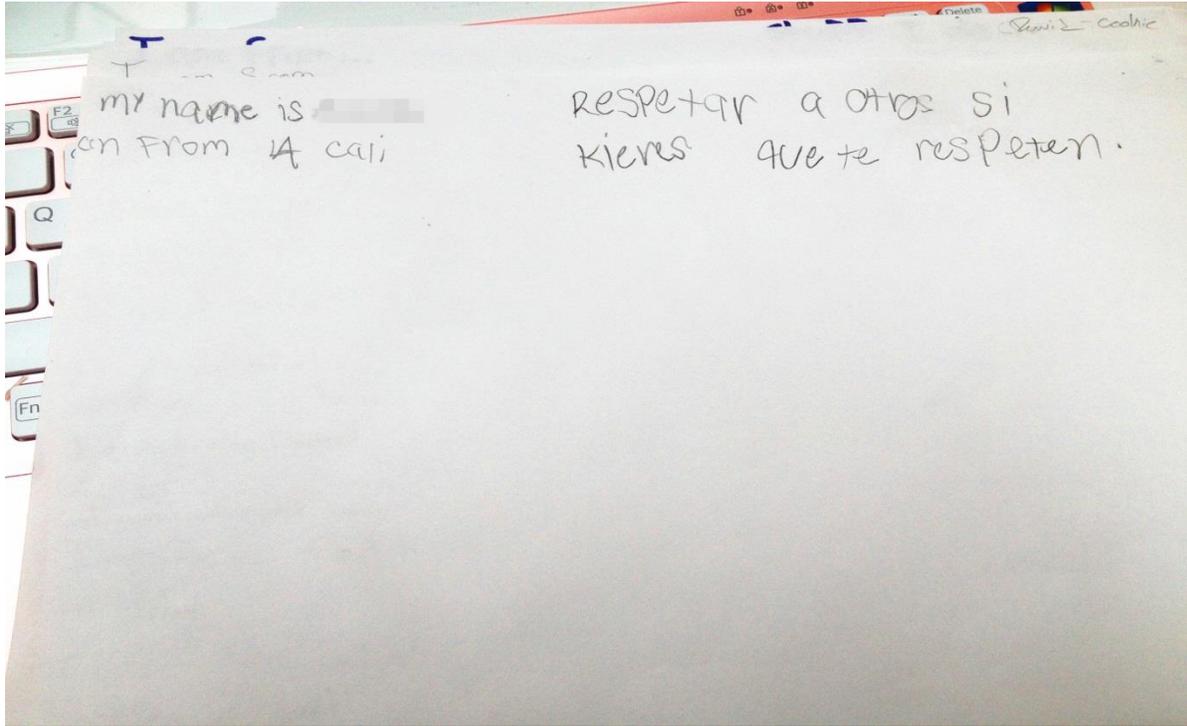
Appendix IV Student's 1st LAS Links Assessment

Appendix V: Student's 1st LAS Links Placement Card

Elementary School
ELL Program Placement Card

Student Name: _____ I.D. #: _____

School: _____ Grade: 5th

Assessor: *S. Jackson* Date: 8/5/08

English Proficiency Assessment Level:
2008-2009 LAS Links Placement Test

S: 0   L: 0   R: 0   W: 0   Total: 0

   0-10 pts   0-6 pts   0-6 pts   0-11 pts   0-33 pts

☑ Not Proficient ☐ Approaching Proficiency ☐ Near Proficiency ☐ Proficient
   (0-22)   (23-27)   (28-30)   (31-33)

Native Language Assessment Level:

Assessor: _____ Date: _____

☐ K-12 District Assessment – Language: _____ ☐ Spanish IPT 3-12

Reading

☐ Non- Reader   ☐ Limited- Reader   ☐ Competent-Reader

Writing

☐ Non- Writer   ☐ Limited- Writer   ☐ Competent- Writer

MNPS Content Standards Instructional Placement:

☑ Pre-Functional/Pre-Production   Comments: *Speaks no English.*

☐ Beginning   Comments: _____

☐ Intermediate   Comments: _____

☐ Early Advanced   Comments: _____

☐ Advanced/Transitioning   Comments: _____

Teacher Copy

Appendix VI Student's 2nd LAS Links Assessment

LAS Links Placement Test
STUDENT PROFILE SHEET

Proficiency Level _____ N.P.

Student Name _____
Test Date 8/13/09
Grade 5th
School _____

Instructional Program _____
Birth Date _____   Gender M
District M.N.P.S.   Teacher _____

TABULATE STUDENT TOTAL SCORE POINTS OBTAINED:
1) Enter the Score Points Obtained in the Score Points Obtained column for each Skill Area.
2) Total the number of Score Points Obtained for each Skill Area.

Speaking Skill Area

Item Number	Maximum Points Possible	Score Points Obtained
1	[1]	0
2	[1]	0
3	[1]	0
4	[1]	0
5	[3]	1
6	[3]	2
Total	[10]	3

Listening Skill Area

Item Number	Maximum Points Possible	Score Points Obtained
1	[1]	1
2	[1]	1
3	[1]	1
4	[1]	0
5	[1]	0
6	[1]	0
Total	[6]	3

Reading Skill Area

Item Number	Maximum Points Possible	Score Points Obtained
1	[1]	0
2	[1]	0
3	[1]	1
4	[1]	0
5	[1]	0
6	[1]	1
Total	[6]	2

Writing Skill Area

Item Number	Maximum Points Possible	Score Points Obtained
1	[1]	0
2	[1]	0
3	[1]	1
4	[1]	0
5	[1]	0
6	[3]	0
7	[3]	0
Total	[11]	1

CALCULATE THE STUDENT OVERALL SCORE POINTS AND PLACEMENT PROFICIENCY LEVEL:
3) Transfer the Total Score Points Obtained for each Skill Area to the Total Score Points Obtained column.
4) Add the number of Total Score Points Obtained for each Skill Area and enter the Overall Score Points.
5) Put a check mark [√] in each box if the Total Score Points Obtained meet the criterion for each Skill Area (i.e., the student's Total Score Points Obtained for Speaking equal 8 [√]).
6) Circle the Placement Proficiency Level that meets the Overall Placement Proficiency Level Table.
7) Place this document in the student's placement records.

Overall Score Points Total and Placement Proficiency Level

Skill Area	Overall Score Points — Total Score Points Obtained	Check [√] if the Total Score Points are at or over the number next to the Skill Area	Overall Proficiency Level — Circle the Proficiency Level according to the Overall Proficiency Label Table
Speaking [7]	3		(NP)
Listening [4]	3		
Reading [4]	2		AP
Writing [8]	1		P
Total [33]	9		

Overall Placement Proficiency Level Table

√ √√ √√√	Not Proficient
√√√√	Approaching Proficiency
33 pts	Proficient

Recommendations
Keep in mind the following in regards to the Placement Test Overall Placement Proficiency Level:
• It is intended to be used for initial placement of students.
• Students who obtain **Approaching Proficiency** should take *LAS Links*, Form A or B.
• Analysis of the linguistic characteristics (vocabulary, grammar, and syntactic structures) contained in the items or scoring rubrics allows for further exploration of the student's English language abilities.

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Appendix VII: Student's 2nd LAS Links Placement Card

10:30
Carolicen
Carmen.

2009 – 2010
Middle School
ELL Program Placement Card

Student Name: _____ . #: _____

School: _____ *Wright es* _____ Grade: *5th.*

Assessor: _____ Date: *08·13·09·*

English Proficiency Assessment Level:
2007-2008 LAS Links Placement Test

L: *3*	S: *3*	R: *2*	W: *1*	Total: *9*
0-6 pts	0-10 pts	0-6 pts	0-11 pts	0-33 pts

☒ Not Proficient ☐ Approaching Proficiency ☐ Near Proficiency ☐ Proficient
  (0-22)   (23-27)   (28-30)   (30-33)

Native Language Assessment Level:

Assessor: _____ Date: _____

☐ K-12 District Assessment – Language:_____ ☐Spanish IPT 3-12

Reading

☐ Non- Reader   ☐ Limited- Reader   ☐ Competent-Reader

Writing

☐ Non- Writer   ☐ Limited- Writer   ☐ Competent- Writer

Recommended Placement According to MNPS ELD Content Standards:

☐ ELD 0   Comments: _____

☒ ELD I   Comments: _____

☐ ELD II Comments: _____

☐ ELD III Comments: _____

☐ ELD IV Comments: _____

Teacher Copy

Office of English Language Learners
2007-2008

Appendix VIII: Student's ELDA Test Score Table

Year	Listening Score	Listening Level	Speaking Score	Speaking Level	Reading Score	Reading Level	Writing Score	Writing Level	Compre-hension
2010	360	1	486	2	312	1	445	1	1
2011	776	4	776	4	488	2	538	1	2

Appendix IX: Student's Achievement Score Record

Appendix X: Mean Coefficient Alpha Reliability

Table 17. Mean Coefficient Alpha Reliabilities

Skill Domain	Form	Grade Cluster 3-5	Grade Cluster 6-8	Grade Cluster 9-12
Listening	A	0.91	0.93	0.94
	B	0.92	0.92	0.95
	C	0.92	0.93	0.94
Reading	A	0.93	0.93	0.95
	B	0.93	0.93	0.94
	C	0.93	0.94	0.95
Speaking	A	0.89	0.94	0.90
	B	0.90	0.93	0.88
	C	0.88	0.93	0.92
Writing	A	0.76	0.85	0.84
	B	0.79	0.85	0.84
	C	0.82	0.84	0.86
	D	0.79	0.84	0.87

Table 18 presents the average test difficulty (p-value or proportion correct) and average adjusted biserial/polyserial correlation by skill domain and grade cluster. Test difficulties range from $p=0.54$ for Writing in grade cluster 6-8 to $p=0.81$ for Speaking in grade clusters 3-5 and 9-12. Test difficulties are comparable across grade clusters in each skill domain. Adjusted biserial and polyserial correlations are moderately high; their values range between $r=0.47$ and $r=0.87$.

Table 18. Mean Proportion Correct and Point Biserial Correlation Values Across Field Test Forms

Skill Domain	Mean Proportion Correct			Mean Adj. Bi/Polyserial Correlation		
	Grade Cluster 3-5	Grade Cluster 6-8	Grade Cluster 9-12	Grade Cluster 3-5	Grade Cluster 6-8	Grade Cluster 9-12
Listening	0.71	0.70	0.72	0.60	0.63	0.62
Reading	0.67	0.66	0.61	0.60	0.59	0.56
Speaking	0.81	0.77	0.81	0.80	0.87	0.81
Writing	0.55	0.54	0.59	0.47	0.53	0.52

Omit rates (including percent of skipped and not reached) for items can also provide valuable information about a test form. Responses may be omitted for several reasons. The most common reason for an omission is item difficulty; students often do not attempt very difficult

Appendix XI: Score Reliabilities Coefficient Alpha

In Abedi, J. (2007). English Language Proficiency Assessment in the Nation: Current Status and Practice (Ed.): Davis" University of California.

Table 4. ELDA Score Reliabilities: Coefficient Alpha

	Grade Cluster		
	3-5	**6-8**	**9-12**
Reading	.93	.93-.94	.94-.95
Listening	.91-.92	.92-.93	.94-.95
Speaking	.88-.90	.93-.94	.88-.92
Writing	.76-.82	.84-.85	.84-.87

Note. Across 2005 field test forms within grade cluster.

Table 5. Items Flagged for Misfit in IRT Calibrations

	Grade Cluster		
	3-5	**6-8**	**9-12**
Reading	33/162 (20)	27/168 (16)	32/192 (17)
Listening	36/150 (24)	34/150 (23)	35/180 (19)
Speaking	8/60 (13)	12/60 (20)	11/60 (18)
Writing	1/76 (1)	13/76 (17)	3/80 (4)

Note. Across 2005 field test forms within grade cluster. Numbers of items flagged/total number of items; percentages in parentheses.

Table 6. Latent Class Analysis

Item Order	Class A	Class B	Class C	Class D	Class E
1	0.51	0.87	0.96	0.98	1.00
2	0.62	0.98	1.00	0.98	1.00
3	0.63	0.98	1.00	0.99	1.00
4	0.45	0.78	0.88	0.93	0.97
5	0.35	0.61	0.85	0.95	0.97
6	0.22	0.48	0.76	0.83	0.93
7	0.39	0.86	0.97	0.98	0.99
8	0.25	0.73	0.94	0.97	0.99
9	0.41	0.62	0.87	0.94	0.98
10	0.51	0.84	0.98	0.99	0.98
11	0.28	0.65	0.91	0.98	0.99
12	0.26	0.64	0.93	0.96	0.98
13	0.16	0.20	0.33	0.50	0.61

Appendix XII: Focus Student's EOWPVT-SBE Test

SPANISH–BILINGUAL EDITION
EXPRESSIVE ONE-WORD PICTURE VOCABULARY TEST

Name: El___ G___ ___   Gender: M   Grade: 8th Grade

School: Wright Middle   Examiner: _____

Reason for Testing: _____

	year	month	day		Confidence Interval Values		
Date of Test	2013	7	5		Age	Confidence Level	
						90%	95%
Date of Birth	1999	1	5				
Chronological Age	14	1	0		4-7	±7	±8
	year	month	day*		8-12	±5	±6

*Do not round months up by one if days exceed 15.

TEST RESULTS

Raw Score	93	Standard Score	110	Confidence Interval: 95 %	104 — 116	Percentile Rank	75%	Age Equivalent	14~ 12–11

Standard Score	Expressive Vocabulary	Receptive Vocabulary	Percentile Rank
145			>99
140			>99
135			99
130			98
125			95
120			91
115			84
110			75
105			63
100			50
95			37
90			25
85			16
80			9
75			5
70			2
65			1
60			<1
55			<1

±1 SD from mean
2 middle quartiles

Comparison of Expressive and Receptive Vocabulary

Expressive (EOWPVT-SBE) Standard Score	
Receptive (ROWPVT-SBE) Standard Score	
Difference	
Statistical Significance*	
Percent of Sample with this Difference*	

*See test manual for values.

Comments: _____
_____
_____
_____
_____

Summary of Instructions for Test Administration

Refer to the test manual for complete instructions.

Language Dominance: If the examinee's dominant language is not known, determine this by asking the questions that appear on the next page. Instructions should be presented in the dominant language.

General Instructions

- If the examinee's dominant language is Spanish, say: **"Te voy a mostrar algunos dibujos y quiero que me digas la palabra en Español que usarías para nombrar cada dibujo o cada grupo de dibujos."**

- If the examinee's dominant language is English, say: **"I am going to show you some pictures, and I want you to tell me the word in English that names each picture or group of pictures."**

Administration: Administer the example items to all students. Begin with the test plate that corresponds to the examinee's chronological age. If a basal is not established on the first eight (8) items administered, work backward until eight (8) consecutive correct responses are made. Then work forward until six (6) consecutive incorrect responses are made.

Prompts: Use a prompt for each item. This identifies the elements in the illustration to which the examining is to respond. For the majority of items, the prompt "¿Qué es esto?" or "What's this?" is appropriate. For items in which a different prompt should be used, the prompt is listed with the item. If a prompt is not listed with the item, the prompt "¿Qué es esto?" or "What's this?" should be used.

Cues: For responses indicating that the examinee is not attending to the appropriate feature of the illustration, use a verbal cue that directs the examinee's attention. Different cues are used for object, action, and concept items. Refer to the manual for instructions and examples of appropriate cues.

Spanish/English Responses: If an examinee misses an item in his or her dominant language, prompt the examinee to respond to the item in his or her nondominant language. If the examinee responds correctly in either language, the item is counted correct.

Recording Responses: Record in the space after each word all responses whether right or wrong – this will avoid having the individual make his or her own analysis of his or her success or failure.

Basal: Established by eight (8) consecutive correct responses.

Ceiling: Established by six (6) consecutive incorrect responses.

Scoring: Write down the response to each item. Put a slash mark through the item number for an incorrect response. Responses that include the root word are scored as correct. The presence or absence of an inflectional ending, which indicates number or tense, has no bearing on the acceptability of a response.

NOTE: Use the Scored Item # to determine basals, ceilings, and raw scores.

How to Use this Record Form

Scored Item #

Circle the "S" if the examinee gives a *correct* response in Spanish

Test Plate #

Item Sample

71. brújula

compass

Record responses here.

64. (S) (E)

Use this column for scoring.
Put a slash through the scored Item # if the examinee gives *incorrect* responses in both Spanish and English. *Note that some Test Plates are not administered so Scored Item #'s do not always match Test Plate #'s.*

Use the Scored Item # to determine basals, ceilings, and raw scores.

Circle the "E" if the examinee gives a *correct* response in English.

Determining Language Dominance

PART 1. Determine language dominance by conversing with the student in Spanish and English. Ask the questions below to inquire directly about the examinee's dominance and to learn about his or her use of each language at home and in school. Based on your discussion, determine which language should be used for test administration.

1. Which language do you know better, Spanish or English?
   ¿Que idioma sabe usted mejor, Español o Inglés? — Span   Eng   (Both)

Language Use at Home

2. Which language do you usually use to speak to your mother?
   ¿Que idioma usa usualmente al hablarle a su madre? — (Span)   Eng   Both

3. Which language do you usually use to speak to your father?
   ¿Que idioma usa usualmente al hablarle a su padre? — Span   Eng   (Both)

4. Which language do you usually use to speak to your brothers or sisters? ✗
   ¿Que idioma usa usualmente al hablarle a sus hermanos o hermanas? — Span   Eng   Both

5. Which language do you usually use to speak to your friends when not in school?
   ¿Que idioma usa usualmente al hablarle a sus amigos cuando no esta en la escuela? — Span   Eng   (Both)

6. In which language are the television programs you usually watch?
   ¿En que idioma son los programas de televisión que usualmente usted ve? — Span   Eng   (Both)

Language Use at School

7. Which language does your teacher usually use in the classroom?
   ¿Que idioma usualmente usa su maestro en la sala de clase? — Span   Eng   (Both)

8. Which language do you usually use to speak to your friends at school?
   ¿Que idioma usa usualmente al hablarle a sus amigos en la escuela? — Span   Eng   (Both)

9. In which language do you usually read (or are you read to)?
   ¿En que idioma usualmente lee (o le leen)? — Span   (Eng)   Both

10. In which language would you like to take this test?
    ¿En que idioma le gustaria tomar este test? — Span   Eng   Both

PART 2. Based on your familiarity with the examinee and your discussion with the examinee about his or her language dominance, classify the examinee's degree of bilingualism into one of the four categories below. Then indicate the language that will be used for presenting instructions and administering the test.

❏ Speaks Spanish exclusively at home and in school with minimal knowledge of English.

❏ Speaks mostly Spanish, but also speaks some English.

☑ Speaks both Spanish and English with equal ease.

❏ Speaks mostly English, but also speaks some Spanish.

The test will be administered in (indicate dominant language): ❏ Spanish ☑ English

Item Starting Points			
Age	**Item**	**Age**	**Item**
4-0–4-11	5	8-0–8-11	35
5-0–5-11	10	9-0–10-11	40
6-0–6-11	20	11-0–12-11	45
7-0–7-11	30		

Obtaining a Raw Score

Ceiling item*   109

Minus errors   − 16

Raw Score   93

Transfer the Raw Score to page 1.

Spanish/English Response

Count the number of correct items between the basal and ceiling marked as Spanish and English.

	Correct Responses	Percent
Spanish	27	48 %
English	31	66 %
Total	56	

*If more than one ceiling or basal is established, use the lowest ceiling and the highest basal.   3

The prompt, *"¿Qué es esto?"* or *"What's this?"* should be used with each item unless another prompt is listed with the item.

EXAMPLES

A. perro
   dog

_____ A. (S) (E)

B. dedo (del pie) (gordo)
   toe

_____ B. (S) (E)

C. • *¿Qué está haciendo ella?*
   comiendo

    • *What's she doing?*
   eating

_____ C. (S) (E)

D. • *¿Qué son estos dibujos?*
   juguete(s)

    • *What are these?*
   toy(s)

_____ D. (S) (E)

1. barco/bote
   boat

_____ 1. (S) (E)

2. árbol
   tree

_____ 2. (S) (E)

3. manzana
   apple

_____ 3. (S) (E)

4. • *¿Qué son estos?*
   ojo(s)

    • *What are these?*
   eye(s)

_____ 4. (S) (E)

4-0-4-11 Starting Point

5. gato/gata
   kitty/kitten/cat

_____ 5. (S) (E)

6. teléfono
   (tele)phone

_____ 6. (S) (E)

7. pájaro/ave
   bird

_____ 7. (S) (E)

8. tijeras
   scissor(s)

_____ 8. (S) (E)

9. autobús/bus/guagua
   bus

_____ 9. (S) (E)

5-0-5-11 Starting Point

10. columpio
   swing

_____ 10. (S) (E)

11. bicicleta
   bike/bicycle

_____ 11. (S) (E)

12. sofá/sillón
   sofa/couch

_____ 12. (S) (E)

13. avión/jet
   plane/airplane/jet

_____ 13. (S) (E)

14. libro/álbum/cuaderno
   book

_____ 14. (S) (E)

15. pato
   duck

_____ 15. (S) (E)

16. tren/ferrocarril
   train

_____ 16. (S) (E)

17. hoja
   leaf

_____ 17. (S) (E)

18. reloj
   watch

_____ 18. (S) (E)

19. camión/camioneta
   truck

_____ 19. (S) (E)

| put a slash on this column for incorrect responses | circle 'S' or 'E' if answered correctly in Spanish or English |

6-0–6-11 Starting Point

20. computadora/computador/ordenador
computer

_____ 20. (S) (E)

21. maíz/elote
corn

_____ 21. (S) (E)

22. • ¿Qué está haciendo él?
pinta(r)(ando)

• What's he doing?
paint(er/ing)

_____ 22. (S) (E)

23. papalote/cometa/barrilete
kite

_____ 23. (S) (E)

24. carreta(o)/vagón
wagon

_____ 24. (S) (E)

25. gallina/gallo/pollo
chicken/hen/rooster

_____ 25. (S) (E)

26. taza/pocillo
cup

_____ 26. (S) (E)

27. canasta/cesta
basket

_____ 27. (S) (E)

28. oreja/oído
ear

_____ 28. (S) (E)

29. rueda/llanta
wheel

_____ 29. (S) (E)

7-0–7-11 Starting Point

30. nube(s)
cloud(s)

_____ 30. (S) (E)

31. tigre
tiger

_____ 31. (S) (E)

32. humo
smoke

_____ 32. (S) (E)

33. sirena
mermaid

_____ 33. (S) (E)

34. • ¿Qué palabra usarías para nombrar a
todos los dibujos?
animal(es)

• What word names all of these?
animal(s)

_____ 34. (S) (E)

8-0–8-11 Starting Point

35. pared
wall

_____ 35. (S) (E)

36. pingüino
penguin

_____ 36. (S) (E)

37. • ¿Qué palabra usarías para nombrar a
todos los dibujos?
insecto(s)/bicho(s)

• What word names all of these?
bug(s)/insect(s)

_____ 37. (S) (E)

38. estrella de mar
starfish/sea star

_____ 38. (S) (E)

39. • ¿Qué palabra usarías para nombrar a
todos los dibujos?
ropa

• What word names all of these?
clothe(s/ing)

_____ 39. (S) (E)

9-0–10-11 Starting Point

40. llanta/goma
tire

_____ 40. (S) (E)

41. puente
bridge

_____ 41. (S) (E)

42. • ¿Qué son estos dibujos?
maleta(s)/equipaje/veliz/valijas

• What are these?
suitcase(s)/luggage/baggage/bag(s)

_____ 42. (S) (E)

Basal: 8 consecutive correct responses. Ceiling: 6 consecutive incorrect responses.

5

put a slash on this column for incorrect responses	circle 'S' or 'E' if answered correctly in Spanish or English

43. patinilla/monopatín/patineta
skateboard

_____ 43. (S) (E)

44. • ¿Qué son estos dibujos?
huellas/huellas de pies

• What are these?
footprint(s)

_____ 44. (S) (E)

11-0–12-11 Starting Point

45. • ¿Qué palabra usarías para nombrar a todos los dibujos?
fruta(s)

• What word names all of these?
fruit

fruit / fruita. 45. (S) (E)

46. esqueleto
skeleton

_____/_____ 46. (S) (E)

47. • ¿Qué palabra usarías para nombrar a todos los dibujos?
luz/luces

• What word names all of these?
light(s)

Lights / luces 47. (S) (E)

48. tanque/pecera/acuario
(fish) tank/aquarium

fish tank / pecera. 48. (S) (E)

49. raccoon DO NOT ADMINISTER

50. food DO NOT ADMINISTER

51.*cuerno(s)
antler(s)/horn(s)

horns / cuernos 49. (S) (E)

52. • ¿Qué está haciendo él?
coce(r)(iendo)(a máquina)

• What's he doing?
sew(ing)

Sewing / cocer. [grandma taught him] 50. (S) (E)

53. • ¿Qué palabra usarías para nombrar a todos los dibujos?
bebida(s)/refresco(s)

• What word names all of these?
drink(s)/beverage(s)/refreshment(s)

Liquid / drinks bebidas 51. (S) (E)

54. fireplace DO NOT ADMINISTER

55. dentista
dentist

dentist, dentista 52. (S) (E)

56. • ¿Qué palabra usarías para nombrar a todos los dibujos?
mueble(s)

• What word names all of these?
furniture   forgot Spanish.

furniture(s) / SP 53. (S) (E)

57. cacto/nopal
Basa cactus

cactus / cacto(s) 54. (S) (E)

58. • ¿Qué son estos dibujos?
estatua(s)

• What are these?
statue(s)

sculptures / estatues. 55. (S) (E)

59. binocular(s) DO NOT ADMINISTER

60. wrench DO NOT ADMINISTER

61. • ¿Qué palabra usarías para nombrar a todos los dibujos?
instrumento(s) musical(es)

• What word names all of these?
(musical) instrument(s)

instruments / instrumentos 56. (S) (E)

62. pineapple DO NOT ADMINISTER

63. banco/banca/asiento
stool

_____/_____ 57. (S) (E)

64. • ¿Qué palabra usarías para nombrar a todos los dibujos?
vuelan/volar/volando

• What word names all of these?
fly(ing)/flight

fly / not in Spanish. 58. (S) (E)

65. telescopio
telescope

scope... / 59. (S) (E)

66. goat DO NOT ADMINISTER

6   *Test plate numbers and item numbers do not match past this point because some test plates are not administered.

67. • ¿Qué palabra usarías para nombrar a todos los dibujos?
correo

　• What word names all of these?
mail

_____ mail / correo _____ 60. (S) (E)

68. avestruz
ostrich

_____ ostrich / no Spanish _____ 61. (S) (E)

69. rectángulo/paralelogramo
rectangle/parallelogram

_____ rectangle / rectángulo _____ 62. (S) (E)

70. leopardo/jaguar
leopard/jaguar/cheetah

_____ cheetah / no Spanish _____ 63. (S) (E)

71. brújula
compass

_____ Compass / no Spanish _____ 64. (S) (E)

72. escudo (de armas)
shield

_____ shield / escudo _____ 65. (S) (E)

73. • ¿Que palabra usarias para nombrar a todos los dibujos?
instrumentos para escribir (dibujar)

　• What word names all of these?
write(ing)/draw(ing)

_____ write / pera no Spanish _____ 66. (S) (E)

74. langosta
lobster/crawfish/crawdad (seafood)

_____ lobster / marisco _____ 67. (S) (E)

75. termómetro
thermometer

_____ thermometer / termómetro _____ 68. (S) (E)

76. (Los) Estados Unidos
America/U.S.(A.)/United States
(of America)

you can put US)

_____ United States / Estados Unidos _____ 69. (S) (E)

77. saddle DO NOT ADMINISTER

78. trompeta
trumpet

_____ trumpet / trompeta _____ 70. (S) (E)

79. carreta/carretilla
wheelbarrow

_____ wheelbarrow / carretilla _____ 71. (S) (E)

80. porcentaje/por ciento
percent(age)

_____ percentile / porcentaje _____ 72. (S) (E)

81. molino (de viento)/papalote
windmill

_____ / _____ 73. (S) (E)

82. paw DO NOT ADMINISTER

83. ajedrez
chess

_____ checkers / no Spanish _____ 74. (S) (E)

84. pinzas
tweezer(s)

_____ / _____ 75. (S) (E)

85. • ¿Qué palabra usarías para nombrar a todos los dibujos?
tiempo

　• What word names all of these?
time

_____ time / tiempo _____ 76. (S) (E)

86. estadio
stadium/arena

(football) _____ stadium / estadio de football _____ 77. (S) (E)

87. stump DO NOT ADMINISTER

88. • ¿Qué palabra usarías para nombrar a todos los dibujos?
herramientas para cortar

　• What word names all of these?
cut(ting)/sharp

_____ cut / cortar _____ 78. (S) (E)

89. • ¿Qué palabra usarías para nombrar a todos los dibujos?
pirámide(s)

　• What are these?
pyramid(s)

_____ pyramids / pirámides _____ 79. (S) (E)

90. • ¿Qué están haciendo ellas?
salta(r) (ando) por paracaídas/
paracaidismo

　• What are they doing?
skydive(er(s)/ing)/parachute(er(s)/ing)

_____ Skydiving / volando _____ 80. (S) (E)
(with reminder)
Paracaídas

Basal: 8 consecutive correct responses. Ceiling: 6 consecutive incorrect responses.

put a slash on this column for incorrect responses | circle S or E if answered correctly in Spanish or English

91. • ¿Qué palabra usarías para nombrar a todos los dibujos?
instrumentos de medir (de medición)
• What word names all of these?
measure(er(s)/ing)

measure / medir _____ 81. (S) (E)

92. reptil(es)
reptile(s)

reptiles / reptiles _____ 82. (S) (E)

93. apio
celery

/ "I don't eat that" 83. (S) (E)

94. • ¿Qué palabra usarías para nombrar a todos los dibujos?
(medios de) transporte/viaje(s)/ vehículo(s)/transportación
• What word names all of these?
transportation/travel/vehicle(s)

vehicles / vehiculos _____ 84. (S) (E)

95. • ¿Qué palabra usarías para nombrar a todos los dibujos?
resorte(s)/muelle
• What word names all of these?
spring(s)

resortes
Springs / ree _____ 85. (S) (E)

96. banjo DO NOT ADMINISTER

97. gráfica/tabla
graph/chart

graph / no spanish _____ 86. (S) (E)

98. bumerang
boomerang

[after a pause] bumerang?
boomerang / no Spanish 87. (S) (E)

99. invernadero
greenhouse

/ _____ 88. (S) (E)

100. muelle/embarcadero/desembarcadero
dock/pier

bridge / _____ 89. (S) (E)

101. casco/pesuña/pezuña
hoof

/ _____ 90. (S) (E)

102. agua
water

water / agua _____ 91. (S) (E)

103. • ¿Qué palabra usarías para nombrar a todos los dibujos?
dirección/direcciones
• What word names all of these?
direction(s)

directions / direcciones 92. (S) (E)

104. microscopio
microscope

microscope / microscopio 93. (S) (E)

105. hamáca/máca
hammock

no English / máca 94. (S) (E)

106. África
Africa

Africa / Africa _____ 95. (S) (E)

107. • ¿Qué palabra usarías para nombrar a todos los dibujos?
emociones/expresiones faciales/ reacciones
• What word names all of these?
feeling(s)/emotion(s)/expression(s)/ reaction(s)

emotions / emocional x 96. (S) (E)

108. • ¿Qué palabra usarías para nombrar a todos los dibujos?
especias/condimento(s)/sazón
• What word names all of these?
seasoning(s)/spice(s)

/ _____ 97. (S) (E)

109. embudo
funnel

/ _____ 98. (S) (E)

110. batería
battery

battery / bateria 99. (S) (E)

111. scroll DO NOT ADMINISTER

112. clarinete
clarinet

clarinete? idk, cognate
Clarinet / no Spanish 100. (S) (E)

113. pesa(s)/balanza/báscula
scale(s)/balance

scale / pesa _____ 101. (S) (E)

114. niveladora/rasadora
bulldozer

bulldozer / No Spanish 102. (S) (E)

8

Basal: 8 consecutive correct responses. Ceiling: 6 consecutive incorrect responses.

put a slash on this column for incorrect responses   circle 'S' or 'E' if answered correctly in Spanish or English

115. • ¿Qué palabra usarías para nombrar a
todos los dibujos?
aparato(s) eléctrico(s) casero(s)/
electrodomésticos

   • What word names all of these?
appliance(s)

electronics   /electricos   103. (S). (E)

116. hexágono
hexagon

_____   104. (S)   (E)

117. columna/pilar
column/pillar

Stencil?   /   105. (S)   (E)

118. carrete (de la caña de pescar)/bobina/
   ovillo

reel

fishing rod.   /   106. (S)   (E)

119. estetoscopio
stethoscope

_____   107. (S)   (E)

120. reloj de arena
hourglass

_____   108. (S)   (E)

121. • ¿Qué está haciendo ellal?
corriendo vallas/saltando obstáculos
   (vallas)

   • What's she doing?
hurdle(er/ing)

_____   109. (S)   (E)

122. • ¿Qué son estos dibujos?
monumento(s)

   • What are these?
monument(s)/memorial(s)

_____   110. (S)   (E)

123. anvil DO NOT ADMINISTER

124. otter DO NOT ADMINISTER

125. kayak
kayak

_____   111. (S)   (E)

126. tornillo de presión (ajuste)/abrazadera
clamp

_____   112. (S)   (E)

127. • ¿Qué palabra usarías para nombrar a
todos los dibujos?
roedor(es)

   • What word names all of these?
rodent(s)

_____   113. (S)   (E)

128. • ¿Qué palabra usarías para nombrar a
todos los dibujos?
(medios de) comunicación/información

   • What word names all of these?
communication/information

_____   114. (S)   (E)

129. • ¿Qué palabra usarías para nombrar a
todos los dibujos?
símbolos

   • What word names all of these?
symbol(s)/sign(s)

_____   115. (S)   (E)

130. beret/boina
beret

_____   116. (S)   (E)

131. esfinge
sphinx

_____   117. (S)   (E)

132. • ¿Qué palabra usarías para nombrar a
todos los dibujos?
hongo(s)/champiñones

   • What word names all of these?
fungus(i/es)

_____   118. (S)   (E)

133. tripode
tripod

_____   119. (S)   (E)

134. • ¿Qué palabra usarías para nombrar a
todos los dibujos?
percusión/instrumentos de percusión

   • What word names all of these?
percussion

_____   120. (S)   (E)

135. transportador
protractor

_____   121. (S)   (E)

136. estribo
stirrup

_____   122. (S)   (E)

put a slash on this column for incorrect responses   circle 'S' or 'E' if answered correctly in Spanish or English

137. ¿Qué son estos dibujos?
heroglíficos

What are these?
hieroglyphic(s)

_____ 123. (S)   (E)

138. ¿Qué son estos dibujos?
clave(s)

What are these?
clef(s)

_____ 124. (S)   (E)

139. paralelogramo/romboide/rombo
parallelogram/rhomboid

_____ 125. (S)   (E)

140. squeegee DO NOT ADMINISTER

141. termostato
thermostat

_____ 126. (S)   (E)

142. vaso de laboratorio
beaker

_____ 127. (S)   (E)

143. poultry/fowl DO NOT ADMINISTER

144. yugo
yoke

_____ 128. (S)   (E)

145. observatorio
observatory

_____ 129. (S)   (E)

146. receta (médica)/prescripción (médica)
prescription

_____ 130. (S)   (E)

147. diente (de tenedor)
tine/prong

_____ 131. (S)   (E)

148. metrónomo
metronome

_____ 132. (S)   (E)

149. ábaco
abacus

_____ 133. (S)   (E)

150. silueta/perfil
silhouette

_____ 134. (S)   (E)

151. filamento
filament

_____ 135. (S)   (E)

152. cardo/vilano (del cardo)/papo
thistle

_____ 136. (S)   (E)

153. ¿Qué palabra usarías para nombrar a
todos los dibujos?
indicador(es)/calibrador(es)/medidor(es)

What word names all of these?
gauge(s)/meter(s)

_____ 137. (S)   (E)

154. survey(or/ing) DO NOT ADMINISTER

155. candelabro
candelabra

_____ 138. (S)   (E)

156. hoz/segadera
sickle

_____ 139. (S)   (E)

157. borrén (delantero)
pommel/horn

_____ 140. (S)   (E)

158. ¿Qué palabra usarías para nombrar a
todos los dibujos?
invertebrado(s)

What word names all of these?
invertebrate(s)

_____ 141. (S)   (E)

159. tangente
tangent

_____ 142. (S)   (E)

160. monocular
monocular

_____ 143. (S)   (E)

161. scarab DO NOT ADMINISTER

162. esfera
sphere

_____ 144. (S)   (E)

163. trowel DO NOT ADMINISTER

164. fragmento
shard

_____ 145. (S)   (E)

	put a slash on this column for incorrect responses	circle 'S' or 'E' if answered correctly in Spanish or English

165. sectante
     sextant

_____ 146. (S)   (E)

166. caster DO NOT ADMINISTER

167. batanga/flotador lateral
     outrigger

_____ 147. (S)   (E)

168. lumbrera
     louver

_____ 148. (S)   (E)

169. plinto
     plinth

_____ 149. (S)   (E)

170. dolmen
     dolmen

_____ 150. (S)   (E)

Artifact G

Literacy Assessment Case Study

Wanqing L Apa, Vanderbilt Peabody College

EDUC 3370

Assessment and Evaluation Case Study

Date of report: 12/5/2013	Student name: Lisa V
Report author: Wanqing L Apa	Grade: 7th grade
Time period of assessments: Fall 2013	Age: 13 years old

Table of Contents

Introduction

The case study is focused on one student in a school setting who was identified by the classroom teacher as a struggling reader based on classroom performance, some scale of informal classroom assessment, and student's standardized testing scores. The main purpose of the case study is to pinpoint the student's specific issues in reading, in order to inform the instruction that is to follow both in classroom and during one-on-one tutor time.

This case study is divided into five parts: background information, assessments administered, assessment reflections and analysis, summary and recommendations, and implications.

For part one, background information, I am going to briefly introduce the setting where the case study was conducted, the literacy program in the school setting, literacy practices in a classroom level, and information about the focus student. For part two, assessments administered, a list of assessments administered as well as the results is presented. For part three, assessment reflections and analysis, I will discuss the details of each assessment administered, what they are, how they came into the scenario based on the student's performance and possible bias or considerations that teachers need to take into account when interpreting the scores. For part four, I will compare the assessments across board, which would pinpoint the student's issues in literacy, and suggest some future instructional possibilities to improve the student's literacy performance. For the last part, I will conduct a metacognitive reflection on the successes, lessons learned, and implications I have gained from conducting the study.

Background Information

The school and classroom context

Wyatt Middle School (all school name, student's name, and teacher's name are created to protect privacy), the school where the case study was conducted was situated in the metropolitan school district of a middle-sized central-south capital city in the United States. The location of the school district predicted the demographics of the school setting: because the school was situated in a district with higher concentration of Latino population, the majority (about 41%) of the students at the school was of Hispanic descent, followed by 27% of white, 26% of Black/African Americans, 7% of Asian/Pacific Islander, and less than 1% of American Indian/Alaska Native (greatschools.org, 2013). For the school year 2013, Wyatt Middle was required to adopt a "literacy-focus calendar" that is mandated by the district in hope of promoting the different school's performance on their weakest part of literacy skills. The focus of each calendar had been decided by the analysis of each school's scores on standardized assessments of the previous year. Wyatt was assigned to focus on informational text, since that was where its students scored the lowest. For the period where I was at the Wyatt, the school started out from interpreting informational text, and then shifted to writing informational text for the second quarter (second 9-weeks) of the semester.

The school and classroom teachers were held accountable for the implementation of the focus calendar. From time to time, a supervisor from the district would come to Wyatt unannounced, visit classrooms for decoration as well as instructions about the focus calendar and pulling students out for questions regarding the focus calendar. Therefore, the classroom teacher, Ms. Brandon who was teaching an inclusion class of mainstream students, exited ELL students still under counseling, and students who have an IEP or are undergoing the process of getting an IEP, incorporated informational text instructions to her daily classroom routine: in addition to the literature that the students are reading, she also brought in informational texts from the internet

for students to read and discuss. Explicit instruction of vocabulary was also a routine in Ms.

Brandon's classroom. When teaching vocabulary, she first taught "academic vocabulary"

concerning informational texts, and then "literature vocabulary" concerning the book that the

class was reading. I observed some writing instruction during the period of the case study, but

the instruction was not on a daily basis, nor was it linked to the class literature. In-class reading

of the literature was usually conducted through teacher's read-aloud, with prediction questions

and connections prompted by the teacher. The teacher would also group students into voluntary

groups, and talk about the literature in the "Literature Circle".

The assessments in the case study mostly took place on Fridays during the English period.

They were conducted in a quiet study room in the school newly-renovated library. I let the

student pick the assessment location for two reasons: first, the student knew the school around

better than I did; and second, the student would feel safe in a place that she has picked out.

The Child

The focus student, Lisa, is currently enrolled in Wyatt Middle School as a 7th grade

student. She was identified by the classroom teacher, Ms. Brandon, as a "puzzle kid" because she

was performing low on grade level. The classroom teacher had administered the Developmental

Spelling Assessment on the student previously for which she scored at 2nd grade level. As

indicated by the classroom teacher, the student's reading level was low, too, that she was always

listed as an "unwanted" person during Literature Circle activities. Lisa's standardized testing

scores also indicated that she was performing below basic in 7th grade, too.

Through the initial background- and interest inventory (please refer to Appendix 1.1,

prompt) designed by me, I got to know that the student was born and raised in the US to a Puerto

Rican mother and has two brothers. At home, she uses Spanish fluently with her mother and English to her two brothers. Later, Ms. Brandon told me that although her home language is Spanish, and is performing below grade level, Lisa has never been identified as an ELL learner. We came up with two hypotheses for the situation: first, because Lisa got tested when she entered kindergarten in the US. Because the English proficient assessment at that grade level more emphasizes on basic interaction and conversational aspects of the language, Lisa was not identified as an ELL learner; however, as the grade level went along, she did not develop the language skills necessary for academic purposes because of the undifferentiated instruction in an inclusion classroom. She has fallen behind at later grades where reading and writing would require content-area language knowledge, too. Second hypothesis is that Lisa was identified as an ELL learner, but her parent opted her out for the service. Either way, the fact that Lisa speaks another language at home proposes that language perspectives should be taken into consideration when administering the assessments.

Initial Goals and Questions

The initial goals were to find out where the student was currently in her literacy skills. Specifically, the classroom teacher proposed the concern of not knowing *why* the student was performing so low in reading. Therefore, my initial questions were: 1).What level was Lisa on reading? 2).What specific areas was she having problems in her skills? 3).Would her home language influence her performance on reading in English? If so, Could we use her home language as an asset to instruct and promote her reading skills in English?

Assessments Administered

The table below gives an overview of the assessments administered during the case study period, purposes of the assessments, and student's performance.

Assessment Name	Reference/ Material	Date of Administration	Purpose	Score/Result	Location in the Appendix
Interest Inventory	Self-designed	9/18/2013	To find out about Lisa's schooling history, home language, literacy practices, and interests in both reading and in life. At the same time, gather writing sample	• Home language: Spanish • Spanish level: fluent speaker; can read some • Read to little brother in English. Do not like "fat" fiction stories • Likes to read aloud to herself	Appendix 1.1
Qualitative Reading Inventory-5	Leslie, Lauren, and JoAnne Caldwell. (2011). Pearson	9/26/2013	To find out student's reading level	• Instructional on 1st grade • Frustration on 2nd grade	Appendix 1.2
Basic Reading Inventory	Johns, Jerry. (2010).	10/4/2013	To confirm with QRI's result	• Instructional on 3rd and 4th grade • Frustration on 5th grade	Appendix 1.3

	Kendall Hunt Publishing				
Running Records	Level 1 and 2 materials from QRI	10/4/2013	Miscue analysis, and to determine the student's oral reading level	• Student mainly used visual and meaning cues • Student used a lot of self-monitor during reading • Borderline independent on both level 1 and level 2 passages	Appendix 1.4
Bilingual Verbal Ability Test	Muñoz-Sandoval, A.F., J. Cummins, C. G. Alvarado, and M.L. Reuf. (1998). Rolling Meadows, IL.: Riverside Publishing	10/25/2013	To decide student's language dominance and whether her home language (Spanish) could function as a resource for future assessment and instruction	• Not much gain when tested in Spanish • Student's language dominance may be English (needs further confirmation) • Testing in monolingual English may not marginalize the student	Appendix 1.5

Spanish Reading Inventory	Johns, Jerry, and Mayra Daniel. (2013). Kendall Hunt Publishing	10/31/2013	• To determine student's Spanish reading level, and confirm with the language dominance hypothesis • Alternatively, to measure student's listening comprehension level in Spanish	• Cannot read pre-primer in Spanish • Primer-3rd grade instructional in listening comprehension • 5th grade frustration in listening comprehension	Appendix 1.6
Basic Reading Inventory	Johns, Jerry. (2010). Kendall Hunt Publishing	11/8/2013	• To assess student's listening comprehension on BRI, and determine the discrepancy between oral literacy and print literacy	• Instructional on 5th grade • Frustration on 6th and 7th grade	Appendix 1.7
Running Records	Level 4 from QRI	11/8/2013	• To continue to assess student's oral reading level	• Used all three cues • Did not self-monitor as much • Instructional on level 4, however, the parody	Appendix 1.8

				suggested that student may not have understood much of the text	
Sight Word	Fry's Sight Word	11/22	• To see whether student could recognize the sight words	• Recognized most of the sight words; • The missed words are mostly due to attention issues (went back and had the student read the missed word again. Got it right the second time)	Appendix 1.9
Informal Phonics Survey	Found in McKenna and Stahl. (2009). P. 129	11/22	• To see whether student had phonics issues when decoding; pinpoint the problem	• 71/74. May have issues with vowel digraphs and certain R-controlled vowels	Appendix 1.10
Z-Test	Found in McKenna and Stahl. (2009). Pp. 132-133	11/22	• To test student's ability to make analogies for unknown words	• May have problem with the short "u" sound, or transfer from other short "u" sound to new words	Appendix 1.11
Phonological Awareness	Given by the coach	11/22	• To confirm that the student did not have problem in this area	• Mostly had no problem with the test. May have difficulty in some parts	Appendix 1.12

Assessment Reflection and Analysis

Anticipating Problems through Writing Sample

I collected the writing sample the very first time I was with my student for assessment—I embedded the prompt in the interest inventory that I developed for my student who speaks another language other than English (for the prompt, please refer to Appendix 1.1, prompt). The purpose is two-fold: firstly, I wanted to get to know the student better through her answers. I wanted to know her schooling history, language spoken, where she used that language, how well she used that language, her attitude towards reading, and what she liked to read; and secondly, I was going to analyze her answer to find out some patterns that could inform me, to some extent, of Lisa's reading and writing levels and help me to anticipate problems through the writing sample.

For the first purpose, I found out that Lisa was born to a Puerto Rican mother and spoke Spanish to her at home. She also had an older brother and a younger brother to whom she spoke English. Lisa stated that she could read some Spanish because the singing group coach sometimes taught them how to read the Spanish lyrics; however, she could not write in Spanish. A particular aspect of her answer was surprising to me: she did have read-aloud literacy practices at home—reading to her younger brother in English, and she preferred informational text to long novels.

If one looks at the actual writing sample (please refer to Appendix 1.1, student answer), one would question how I got so much information out of it. In fact, I did not get *all* of my information just on paper. During the assessment, Lisa would always answer the questions orally, adding details and description to prove her point. However, I had to nudge her to put whatever elaborate answer she just said down to paper. Sometimes, I had to repeat the effort for several

times before she started writing. Moreover, I noticed that the answers on paper were much

shorter than her verbal ones, and lacked details such as a story or conversation to strengthen her

writing. Such behavior indirectly showed that Lisa might be a reluctant writer who was more

willing to express her meanings verbally than on paper. At the same time, I noticed that she

wrote exactly as she talked, which meant that she did not distinguish the differences between

written and oral language. Convention and mechanic issues were also prevalent in the writing:

spelling problems reaffirmed the classroom teacher's DSA assessment result, and indicated that

she might have decoding issues in some long/short vowels; she hardly used any punctuation; and

her grammar usage sometimes reflected her home language's influence on English. Therefore,

for the second purpose, I was expecting decoding issues and some negative transfer from her

home language when she read after I analyzed the writing sample.

Determining Reading Levels through Three Assessments

One of the initial questions the teacher and I had was Lisa's exact level. For that purpose,

I originally only intended to use the Qualitative Reading Inventory (QRI) to assess my student

(please refer to appendix 1.2). The QRI is a type of informal reading inventory that "consists

mainly of graded passages…followed by comprehension questions and …a retelling score guide"

(McKenna & Stahl, 2009, p. 43).It also contained a word list to initially determine the starting

passage.

As one can see from the word list, the student started out with problems in reading the

word list, which was affirmed by her later reading of the lower grade-level materials: according

to QRI, Lisa was instructional at first grade level, and frustration at second grade level. Both the

word list reading and passage reading indicated that she relied heavily on visual cues when

reading, and that she might have decoding problems because of her difficulties in sounding out a seemingly unfamiliar word. The comprehension and retelling sections after each passage also indicated that the student might have had comprehension difficulties, potentially due to the unsuccessful read-aloud of the passage.

I was surprised by the result. Although the classroom teacher told me that Lisa was really low, I was not expecting the testing result to be this low, especially when she articulated that she liked reading aloud to herself because she could understand more if she did so. During the testing, I also noticed that Lisa's prosody in lower grade-level passages was fairly good, with a modest rate and intonation. The miscues she had during the read-aloud was due to either not paying attention to the word that she added inflectional endings, or that she accidentally skipped a large chunk of the passage. During the comprehension questions, I also noticed that Lisa's answer, although not being able to count as "correct" according to the scoring guide, could be counted as "logically correct" or it just went around the answer without directly saying it. For example, in the level two expository passage "Seasons" (please refer to Appendix 1.2, third passage), one of the comprehension questions was "why do squirrels save nuts for eating in winter?" Her answer was "In winter there are no plants, and trees can't grow everything until the spring starts again". The answer could be led to the "correct answer" that "food is scarce; or there is less food available in the winter", but Lisa never went further to address the effect of not having anything to grow. Because Lisa's answer would not necessarily lead to the correct answer, I did not give her credit for it, but I felt that it could count for some point, or that if the question were worded in another way, Lisa might have got the answer correct. At the same time, the day I administered QRI was a day that Lisa did not have a good time at school. When she saw me, she was still in

tears, but still kindly offered to do the assessment as planned. I was almost sure that Lisa's emotional state was affecting her performance on the QRI.

Based on the above observation and evaluation of the QRI result, I decided to use a different informal reading inventory that allowed student some freedom in answering the comprehension questions. The Basic Reading Inventory (BRI) came into the scenario when I was administering it for the literacy coach at Wyatt to other students: I noticed that in BRI comprehension question section, the test allowed two "any logical answer would be correct" items, and it contained more than textual detail questions: students were asked about the main idea of the article for the very first item of the comprehension question. Another characteristic of the BRI also made me wonder whether Lisa would do better with it: it did not count repetition as a miscue. Moreover, since the procedure of the BRI is very similar to that of the QRI, Lisa would be already familiar with the process. Therefore, I decided to administer the BRI to Lisa to confirm with the QRI result.

The result of the BRI raised two-three grade levels on Lisa's instructional reading level, and three grade levels on Lisa's frustration level (please refer to Appendix 1.3). I believe that the reason was largely due to the comprehension questions asked at the end of the passages: Lisa still started at a rather low level for word list (grade 2), but she was able to get through the passage just fine, and was able to answer the comprehension questions accordingly. Specifically, she got all the "any logical answer would be correct" items right. In higher grade level passages, she always got the main idea correctly but would miss the details in the story, which suggested that she might have lacked the strategies to select relevant detailed information for retaining memory. In all, the increased reading levels in BRI rang a bell in my head that a child's emotional state as well as how she thinks may influence the result of an assessment greatly.

In addition to the BRI, I also administered a running record on Lisa (which extended to a month later) using the different levels and passages in the QRI book (Please refer to Appendices 1.4 and 1.8). The running record suggested that Lisa was on borderline independent level for oral reading in both 1st and 2nd grade, and instructional on 4th grade. The running record results further confirmed the BRI result, especially when the self-correction rate for both 1st and 2nd grade were very high (1:4 and 1:4.5), and relatively high for the 4th grade passage (1:8.5), which indicated that in assessment such as QRI that counted repetition as an error, the student's effort of self-monitoring would count against her ability and would lower her actual level of reading. An interesting new insight that I gained from the three running record is that for the higher level reading passage (4th grade), although Lisa scored instructional level on oral reading, it could also be argued that she might not have comprehended the text judging from her reading prosody, because she would interrupt word chunks or have waiting time to sound out a word. A following comprehension questions section could again put her into frustration level on that passage. Therefore, Lisa's decoding skills, although not perfect, may get her through a harder and higher-level text, but she would lack the strategies for comprehension.

Taking into Consideration of the Home Language

I was highly aware of Lisa's home language, Spanish's influence on her literacy skills. Because of her bilingualism, I kept wondering whether testing solely in English would marginalize Lisa, thus not being able to test her real ability considering that she had two resources to draw from when encountering a text. Research suggested that for bilingual students, we need to take into consideration of the home language, and test verbal ability in both languages. Therefore, I decided to administer one bilingual assessment and one Spanish reading

assessment to determine Lisa's language dominance and Spanish literacy level. Under the help of

a native Spanish speaking classmate, I was able to carry out the Bilingual Verbal Ability Test,

and the Spanish Reading Inventory.

The Bilingual Verbal Ability Test (BVAT) was developed by Muñoz and colleagues to

test a student's verbal ability in both his/her home language and English. The test also included a

language exposure information survey at the beginning to give teachers a rough estimate of the

student's language dominance. When administering the test, the assessor would first assess

student's verbal ability in English, and then assess any missed items in the student's home

language again for the gain score.

Lisa's result on BVAT (please refer to Appendix 1.5) indicated that her language

dominance might still lay in English. In the language exposure survey, English was dominant

(75%) in both language spoken (right now) at home and in informal social situations. Only when

combined with other family members did Spanish came in as an equal with Spanish. Lisa's

classroom instruction was also fully in English. Moreover, the re-testing procedure in Spanish

did not gain Lisa much more gain scores: in picture vocabulary session, she only gained 1.5

points, and the only other place where she used Spanish to her advantage was 1 point in oral

vocabulary. Therefore, because Lisa could not draw from her current Spanish asset to aide her

comprehension and verbal ability, I was almost certain that Lisa's language dominance was

English.

The Spanish Reading Inventory further confirmed my hypothesis. The Spanish Reading

Inventory was basically a Spanish version of the BRI: the procedures were extremely similar: the

assessor started from a word list first, determining the starting passage, and then the student

would read aloud a passage in Spanish followed by answering the comprehension questions.

According to the test (please refer to Appendix 1. 6), Lisa did not even read in pre-primer level in Spanish according to the word list. However, a listening comprehension test put her to 3rd grade instructional and 5th grade frustration level.

Combined together, the BVAT and Spanish Reading Inventory indicated that Lisa's language dominance is in English, so that assessment in monolingual English would not be marginalizing her skills because the Spanish assets were not triggered when Lisa was being tested.

Testing the Discrepancy between Oral and Print Literacies

The Spanish Reading Inventory listening comprehension revealed a wide discrepancy between Lisa's oral literacy and print literacy in Spanish: while she could not read in pre-primer in Spanish, she could comprehend 3rd grade level text instructionally when the text was read to her. She was also able to answer questions and communicate effectively with the assessor in Spanish, although some of the subject-noun agreement as well as noun-adjective agreement that are crucial in Spanish were not visible in the student's oral language. The wide discrepancy between oral and print literacies in Lisa's Spanish language made me wonder whether there also existed a gap between her oral and pint literacies in English: after all, her writing sample showed completely opposite motivations between verbal and written expression.

Therefore, after I confirmed with the reading coach that BRI could be used for listening comprehension assessments, I retested Lisa with BRI for listening comprehension (Please refer to Appendix 1. 7). Compared to the print literacy level with BRI tested previously in October, Lisa's level increased two-three levels for instructional, and two-three levels for frustration. The result indicated that she did have a two-three grade level discrepancy between the oral and print

literacies. Yet, even for listening comprehension, she was still performing below grade level, which indicated that the deeper problem of the reading difficulty did not mainly lay in decoding, but in comprehension strategies.

Checking in with Phonics and Phonological Awareness

It was already almost the end of the case study when I assessed Lisa's phonics and phonological awareness. There are two reasons why the tests occurred at such a late time while my elementary colleagues listed these tests as their number 2 test on the assessment list for their focus student. Firstly, Lisa was an older learner, which meant that she might already pass the stage of developing phonological awareness and phonics knowledge. Secondly, all the other assessments, no matter whether it was the comprehension questions in QRI and BRI, or running records, or the below-grade-level performance on a listening comprehension test, all pointed to reading strategy issues as the main cause instead of decoding problems. Above said, Lisa did demonstrate some issues with decoding when dealing with the word list, and running record did suggest that she mainly used meaning and visual cues when allocating her attention in reading the passage.

Therefore, a set of phonics and phonological awareness assessments were carried out (please refer to Appendices 1.10, 1.11, and 1.12). The reading coach also suggested testing sight words to see whether the student had mastered the necessary lists for beginning literacy. Therefore, I also administered the Fry Sight Word test (please refer to Appendix 1.9).

The Fry sight word test yielded interesting results. Lisa recognized most of the words correctly, and none of the words required her to stop and try to spell out. However, the missed items seemed to be pretty random, although she seemed to use visual cues again when looking at

the words to achieve a fast speed for reading the words. Because of the randomness of the missed items, I chose to adapt the word list test in which I went back to the missed items one by one after Lisa finished the entire word list. This time, because I pointed the word out, she seemed to pay more attention, and got every single one of them correct. The retesting showed that Lisa's decoding problem might not result from the lack of letter-sound knowledge or decoding skills, but because of the allocation of attention, which would again be counted as reading strategy.

To make sure of my hypothesis that Lisa's problem was due to attention allocation, I continued to test Lisa with the Informal Phonics Survey, Z test, and Phonological Awareness test (Please refer to Appendices 1.10, 1.11, and 1.12). All tests indicated that Lisa mainly did not have decoding issues. She was able to identify all the sounds and apply nearly all rules in the phonics survey; she was able to use her knowledge in already-known word clusters and make analogies for unknown words in Z-Test; and she was able to isolate, add, delete phonemes, as well as blend sounds together to make words. Some minor issues did appear. For example, Both the Z-Test and phonological awareness test indicated that Lisa might have problems with short "u" sound, and the phonics survey showed that she might need instruction in a couple of vowel digraphs and certain R-controlled vowels. However, these minor imperfections in her decoding skills should not have made a huge impact on her overall oral reading and comprehension during the informal reading inventories and running records.

Summary and Recommendations

I would like to go back to the initial questions asked in the beginning of the case study:

1).What level was Lisa on reading?

2).What specific areas was she having problems in her skills?

3).Would her home language influence her performance on reading in English? If so,

Could we use her home language as an asset to instruct and promote her reading skills in

English?

I believe that all these questions have been addressed by the assessments conducted by

this case study. Firstly, Lisa's reading level rests at around 3rd and 4th grade for instructional

level, and 5th grade for frustration, according to the combined result of QRI, BRI and running

records (please refer to Appendices 1.2, 1.3., 1.4 and 1.8). Secondly, although Lisa is a bilingual

student, her language dominance still lies in English. According to BVAT and Spanish Reading

Inventory (please refer to Appendices 1. 5 and 1.6), Lisa did not use her Spanish assets when

being tested in English, and that she could not read in pre-primer level in Spanish, either.

However, there was a massive discrepancy between her oral and print literacies in Spanish, for

her listening comprehension level in Spanish was 3rd grade for instructional level.

Most importantly among the three questions was the second one: what was Lisa's

specific problem in her literacy skills? Although graded word lists and passage read-alouds

pointed potentially to decoding skills, the assessments of sight words, phonics survey and

phonological awareness (please refer to Appendices 1. 9, 1.10, 1.11, and 1.12) only suggested

slight imperfection in a few areas of decoding skills that need to be re-taught. Lisa's performance

in the listening comprehension of the BRI test (please refer to Appendix 1. 7) showed that even

when the negative factors of decoding and oral reading were taken away, Lisa still scored below

grade-level, which further suggested that the major problem of the skills lay in comprehension

and comprehension strategies. Moreover, the adapted sight word list assessment in which Lisa

got all the missed items right when attention was directed to them after I went back and retested

the missed items indicated that the issues with decoding might not lay in the specific knowledge, but mainly in attention allocation, which could also be counted as reading strategies.

Other results sprung from this case study that raised questions pointed to the student's discrepancy between oral and print literacies in both languages. Lisa's writing sample (please refer to Appendix 1.1) further indicated that she had not yet separated oral and written language yet, resulting in a written piece that heavily relied on oral language and lack of inventions. The writing sample also indicated that Lisa was a reluctant writer who was willing to articulate herself verbally instead of in print. However, such discrepancy, when addressed properly, could function as a bridge to promote student's print literacy to a new level.

Assessments should inform instruction (Heritage, 2007, Herrera et al, 2007, Stiggins, 2005). Based on the multiple assessments conducted in this case study, I am going to propose some instruction recommendations for Lisa.

Firstly, Lisa's reading instruction should focus on comprehension strategies such as selected attention for main information, prediction, think-aloud, question asking, attention allocation, and linking specific strategies to certain type of texts etc. (Duke & Pearson, 2002; Block, 2004; McMahon, 2008). Secondly, the instruction needs to bridge the discrepancy between oral and written literacy in Lisa's languages through meaningful and engaging activities, which could be achieved through Language Experience Approach. Thirdly, a majority of research have pointed to developing student's native language literacy to assist the development of a bilingual learner's English language literacy. In Lisa's case, it is especially important, since the Spanish Reading Inventory indicated a wider discrepancy between her native language's oral and print skills, thus providing a large amount of space for improvement in her Spanish. Further areas for exploration would lay in pinpointing Lisa's literacy needs in Spanish, her history of

home literacy practices in Spanish, and whether her existing knowledge of phonics in English could help develop her home language literacy.

Implications for the Use of Literacy Assessments

Throughout the case study, three thins stood out to me as the most important things to consider during assessing and establishing a student's assessment profile: we need to take into consideration the student's cultural and linguistic background, emotional states, and interests; we need to constantly make decisions based on previous assessments; we need to adapt certain assessments to suit our student's specific characteristics, backgrounds, interests, as well as our own purposes of administering that assessment; and we need to use a wide range of different types of assessments, making sure that our case study or student profile contains screening, diagnosis, progress monitoring, and outcome measuring assessments for a comprehensive guide to make instructional plans.

Taking into account the student's cultural and linguistic background is essential for any culturally and linguistically diverse student. Because of their bilingualism, they had more resources to refer to when presented with a piece of text. Solely assessing a bilingual student's English ability may marginalize the ELL student, which results in inequity and ineffective instructional plans. Lisa's language dominance turned out to be English after testing, but what if next time I received a student who just arrived at the US, and who had formal schooling in the home country before? His/her language dominance may end up to be the home language, and who may end up knowing more in content areas or verbal abilities in his/her native language than English. Therefore, instruction plans for that particular student may not be focusing on basic skills anymore but on transferring what he/she already knows in the native language into English.

Moreover, as an assessor, teachers need to be sensitive about the student's emotional states, which could turn out to be a large affective factor for test results. In Lisa's case, her bad day became one of the main reasons why she was performing way below grade level on that day. If I had not caught her in tears and took that into consideration, the retest of BRI and running records would not have happened, and Lisa would end up two grade levels below her real performance level.

Secondly, as assessors, teachers are constantly making decisions. During the administration of QRI and BRI, I had to make decisions about which passage to administer next; and sometimes it ended up to be a bad decision. A lot of times, I also had to monitor the student's attention span, and either take a break or call it a day when I detected that her attention was slowly drifting to other subjects due to the relatively long administration time especially for the informal reading inventories. Moreover, after each assessment, I need to make adjustment and different decisions about what assessments I wanted to run for next time, what I know about the student according to the test results, and whether or not to retest the student on a certain assessment. All these require analytical skills and quick reactions to circumstances, as well as a comprehensive knowledge about different assessments and their purposes.

Thirdly, as assessors, teachers need to adapt informal assessments according to student's characteristics, their scale of knowledge, and the situation on-hand. I did so with the Fry Sight Word assessment. When seeing a random pattern of mistakes, I decided to retest the missed items and found out that the student's issue mainly lied in attention allocation instead of sight word knowledge. When interpreting the scores, teachers should also take into consideration of a specific child's characteristics and situation, making adjustments when necessary.

And Finally, teachers need to make sure that our case study or student profile contain a range of different types of assessments for a more effective and comprehensive guide for future instructional plans. Within this case study, QRI and BRI functioned as screening test that provided "a broadly defined estimate of a student's overall achievement level in a given area" (McKenna & Stahl, 2009, p. 25). Running records functioned as a progress monitoring tool, Informal Phonics Survey and Phonological awareness assessment as well as the listening comprehension of BRI functioned as diagnostic instruments that pinpoints "detailed information useful in planning instruction" (McKenna & Stahl, 2009, . 26). Indeed, the instructional recommendations were based on the analytical outcome of these assessments that the student's issue in literacy skills mainly lay in comprehension strategies. And finally for outcome measuring assessment, I will be focusing on the standardized tests administered in the school district to see whether the student has achieved the goal made in this case study.

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Appendices

I am form Pennlyanna , Reading. But my mom is
from pretoc rice

they are four people that i call family that
is my mom, my two brother, and sister
now my sister is with her dad and
my 2 brothers are with me and my mom

At home i speak spanish and English
Will i speack Spanish some time with
my mom and my big brother then i talk
in English with my baby brother.
I can read some spanish but not
a lot and i can not ewrite it.

I used it in School and some
at home

'81
4 11

Will at time i read out loud so i
can uder stand what the text
is happen Bot when my baby brothers
ask me to read him novels i say
no because they to long. At time i
like to her difference kind of
book my favitove our non-fiction
and fiction

K C F
$$\frac{5}{6} \div \frac{2}{5}$$

Will i like to read make my own storys. I like to sing but not dance. I like to bake and cook. At like to watch T.V. My favitove T.V. Shows are Pretty Little Lairs, and Bad Girls clob.

Examiner Word Lists

Fourth

	Identified Automatically	Identified
1. sunlight	C	
2. desert	C	
3. crops	C	
4. engine	energy	
5. favorite		sc
6. adaptation	adiston →	
7. weather	C	
8. pond	C	
9. illustrated		C
10. ocean	C	
11. pilot	C	
12. fame	frame	
13. precious	precius →	
14. settlers		C
15. guarded		
16. passenger		C
17. memorize	memouies	
18. environment		C
19. adventurer	C	
20. invented	invested	

Total Correct Automatic   8 /20 = 40 %
Total Correct Identified   5 /20 = 25 %
Total Number Correct   13 /20 = 65 %

Fifth

	Identified Automatically	Identified
1. attend	C	
2. protest	C	
3. movement	C	
4. biography	biograph	
5. attention	attend	
6. capture	C	
7. oxygen	C	
8. tales	C	
9. creature	C	
10. obstacles	abso	
11. divorced	discovered	
12. registration	resentructed →	
13. arrested	artist	
14. poison		C
15. material	C	
16. bulletin	bull-ten	
17. giant	C	
18. fluent	folter →	
19. pioneers		
20. pouch	punch	

Total Correct Automatic   9 /20 = 45 %
Total Correct Identified   1 /20 = 5 %
Total Number Correct   10 /20 = 50 %

LEVELS		
Independent	Instructional	Frustration
18–20	14–17	below 14
90–100%	70–85%	below 70%

Examiner Word Lists

Second

	Identified Automatically	Identified
1. morning	C	
2. tired	C	
3. shiny	C	
4. old	C	
5. trade		C
6. promise	C	
7. pieces	C	
8. suit	sut	
9. push	C	
10. though	through	
11. begins		C
12. food	C	
13. light	C	
14. visit	C	
15. clue	C	
16. breathe	breath	
17. insects	C	
18. weather	C	
19. noticed		C
20. money	C	

Total Correct Automatic $\underline{14}$ /20 = $\underline{70}$ %

Total Correct Identified $\underline{3}$ /20 = $\underline{15}$ %

Total Number Correct $\underline{17}$ /20 = $\underline{85}$ %

Third

	Identified Automatically	Identified
1. lunch	C	
2. celebrate	C	
3. believe	C	
4. confused	Confese-Confessed	
5. motion	movement	
6. rough	C	
7. engines	entrest →	
8. tongue	toe →	
9. crowded	C	
10. wool	C	
11. removed	C	
12. curious	cu-s	c
13. silver	C	
14. electric	entry → SC.	
15. worried	C	
16. enemies	C	
17. glowed	C	
18. clothing	C	
19. interested	interested	c
20. entrance	C	

Total Correct Automatic $\underline{12}$ /20 = $\underline{65}$ %

Total Correct Identified $\underline{3}$ /20 = $\underline{15}$ %

Total Number Correct $\underline{16}$ /20 = $\underline{80}$ %

Level 2

Level 3

LEVELS		
Independent	Instructional	Frustration
18–20	14–17	below 14
90–100%	70–85%	below 70%

Examiner Word Lists 107

Examiner Word Lists

Primer

	Identified Automatically	Identified
1. keep		
2. need		
3. going		
4. what		
5. children		
6. thing		
7. why		
8. again		
9. want		
10. animals		
11. sing		
12. went		
13. jump		
14. read		
15. said		
16. live		
17. there		
18. one		
19. great		
20. every		

Total Correct Automatic	____ /20 =	____ %
Total Correct Identified	____ /20 =	____ %
Total Number Correct	____ /20 =	____ %

First

	Identified Automatically	Identified
1. bear	C	
2. father	C	
3. find	C	
4. sound	C	
5. friend	C	
6. song	C	
7. thought	through	
8. run	C	
9. enough	C	
10. brain	C	
11. air	C	
12. knew	C	
13. put	C	
14. heard	C	
15. afraid	C	
16. wind	C	
17. choose	close	
18. without		C
19. move	C	
20. then	C	

Total Correct Automatic	17 /20 =	85 %
Total Correct Identified	1 /20 =	5 %
Total Number Correct	18 /20 =	90 %

LEVELS		
Independent	Instructional	Frustration
18–20 90–100%	14–17 70–85%	below 14 below 70%

Examiner Word Lists

Sixth

	Identified Automatically	Identified
1. sewed		
2. controlled		
3. championships		
4. possessions		
5. moisture		
6. memories		
7. abolish		
8. pyramids		
9. emerge		
10. temperature		
11. humidity		
12. insistent		
13. irrigated		
14. thrived		
15. slavery		
16. evaporate		
17. classified		
18. preserved		
19. fashioned		
20. courageous		

Total Correct Automatic _____ /20 = _____%

Total Correct Identified _____ /20 = _____%

Total Number Correct _____ /20 = _____%

Upper Middle School

	Identified Automatically	Identified
1. businesswoman		
2. settlement		
3. infrared		
4. fusion		
5. nebula		
6. emulate		
7. articulate		
8. encyclopedia		
9. persecution		
10. inevitable		
11. gravity		
12. nuclear		
13. assimilate		
14. riffling		
15. helium		
16. migration		
17. immigrants		
18. miserable		
19. berths		
20. oppressed		

Total Correct Automatic _____ /20 = _____%

Total Correct Identified _____ /20 = _____%

Total Number Correct _____ /20 = _____%

LEVELS		
Independent	Instructional	Frustration
18–20	14–17	below 14
90–100%	70–85%	below 70%

Upper Middle School

Level 6

Level One

Narrative

Concept Questions:

What is a puppy?

creature; comes in all kinds, big/small, different colors

(3-2-1-0)

What is an animal care center?

a place where, say if they find an animal that is hurt, they take it, give it water (3-2-1-0)

Why wouldn't a child get everything he wanted for his birthday?

Maybe because the mummy doesn't have enough money, or being bad

(3-2-1-0)

Score: 6 /9 = 67 %

_____ FAM _____ UNFAM

Prediction:

his thinking what he wants for his bday; the parent is thinking what to buy for him. He looks at the dogs he could buy for the kid. and he gave the dog to the kid for

"The Surprise"

Sam's birthday was in two days. his birthday

He was going to be seven years old.

He wanted a PlayStation game.

He also wanted a new bike.

But most of all he wanted a dog.

His father went to look for a present.

---

start finger pointing

First, he went into the toy store.

He saw the PlayStation that Sam wanted.

But his father didn't have enough money.
also wanted
Then he/saw a red bike that Sam would love!
cost
But that also cost too much.

He drove to the animal care center.
dog
It was hard to choose just one dog.

All of them looked cute.

Finally he sat down outside of a cage.

A brown fuzzy puppy came up to him.

The puppy put his paw on the cage.

It seemed like he was saying, "Take me home!"
puppy
Sam's father thought, "Ok, little pup, I'll take

you home."
no / sc
He paid for the puppy and they put a HOLD

note on his cage.

The next day Sam and his dad went for a ride.

His father drove to the animal care center.

Sam didn't understand why they were there.

When they walked in there was the brown fuzzy

puppy.
gaves
The worker gave Sam the puppy and everyone

sang, Happy Birthday.

It was the best birthday ever! (210 words)

Level One

Number of Total Miscues
(Total Accuracy): _____7_____

Number of Meaning-Change Miscues
(Total Acceptability): _____

Total Accuracy		Total Acceptability
0–4 miscues	_____ Independent	_____ 0–4 miscues
5–21 miscues	✓ Instructional	_____ 5–10 miscues
22+ miscues	_____ Frustration	_____ 11+ miscues

Rate: 210 × 60 = 12,600/ _____ seconds = _____ WPM

Correct WPM: (210 – _____ errors) × 60 =
_____ / _____ seconds = _____ CWPM

Retelling Scoring Sheet for "The Surprise"

Setting Background

_1_ Sam's birthday was
___ in two days.
___ He was going to be seven years old.

Goal

_2_ He wanted a PlayStation game.
_3_ He also wanted a new bike.
___ But most of all
_4_ he wanted a dog.

Events

_5_ His father went to look for a present.
_6_ First he went into the toy store.
_7_ He saw the PlayStation
___ that Sam wanted.
_8_ But his father didn't have enough money.
_9_ Then he saw a red bike
_10_ that Sam would love!
_11_ But that also cost too much.
_12_ He drove to the animal care center.
_13_ It was hard to choose
___ just one dog.

_14_ All of them looked cute.
_15_ Finally he sat down
_16_ outside of a cage.
_17_ A brown fuzzy
_18_ puppy came up to him.
_19_ The puppy put his paw
_20_ on the cage.
_21_ It seemed like he was saying,
_22_ Take me home.
___ Sam's father thought,
___ Ok, little pup,
___ I'll take you home.
_23_ He paid for the puppy
_24_ and they put a HOLD note
___ on his cage.

Resolution

___ The next day Sam
___ and his father went for a ride
___ His father drove
___ to the animal care center.
___ Sam didn't understand
___ why they were there.
___ When they walked in
___ there was the brown fuzzy puppy.
_25_ The worker gave Sam the puppy
_26_ and everyone sang, Happy Birthday.
___ It was the best birthday ever!

44 Ideas

Number of ideas recalled _26_

Other ideas recalled, including inferences:

Questions for "The Surprise"

1. How old was Sam going to be on his birthday?
   Explicit: seven ✓

Level One

2. Sam wanted many things for his birthday. What did he want most?
Explicit: a dog

✓

3. What was Sam's father's problem?
Implicit: he didn't have enough money to buy some of the presents that Sam wanted

✓

4. Where did Sam's father find the dog?
Explicit: at the animal care center

✓

5. Why didn't Sam understand why he and his father went to the animal care center?
Implicit: because the present was a surprise; or he didn't know his father had been there before

he probably through they were going to the store

6. What did the worker give Sam when he entered the center?
Explicit: a brown fuzzy puppy. *Note:* just "puppy" is acceptable.

fuzzy brown dog ✓

Number Correct Explicit: 3

Number Correct Implicit: 1

Total: ____

____ Independent: 6 correct

✓ Instructional: 4–5 correct

____ Frustration: 3 or less correct

Level: One

Narrative

Concept Questions:

What makes a friend?

It depends: bring you flower, soup, when to you're cold, be there or you B days (3)-2-1-0)

What is a bear?

big, fat animal (at time) catch tot fish in lakes.
(3-2-1-0)

What does "being afraid of animals" mean to you?

If you see an animal, you would run away from it, or kill it.
(3-2-1-0)

Score: 7 /9 = 78 %.

_____ FAM _____ UNFAM

Prediction:

picture= 1st pic, is afraid of the bear, the bunny noticed that he's sad, so he's trying to cheer him up 3

"The Bear and the Rabbit"

Once there was a very big bear. He lived in the woods. He was sad because he didn't have anyone to play with. He said to his father, "How can I find a friend?" His father said, "By being you." "But all the animals are afraid of me," said the bear. "I can't even get near them."

But one day the bear was sitting by a river. He was singing softly to himself. A rabbit lived near the river. He looked out of his hole when he heard the bear's song. He thought, "Anyone who sings like that must be nice. Maybe I don't need to be afraid of him. It would be nice to have a friend." The rabbit went and got his horn. Very softly he began to play. His music went well with the bear's song. The bear looked around. He couldn't see the rabbit. Slowly, the rabbit walked up to the bear. He kept playing and the bear kept singing. They were both happy that they had found a friend. And a bird joined in the song. (181 words)

Number of Total Miscues
(Total Accuracy): _____12_____

Number of Meaning-Change Miscues
(Total Acceptability): _____1_____

Total Accuracy		Total Acceptability
0–4 miscues	_____ Independent	_____ 0–4 miscues
5–19 miscues	✓ Instructional	_____ 5–9 miscues
20+ miscues	_____ Frustration	_____ 10+ miscues

Rate: 181 × 60 = 10,860 / _____ seconds = _____ WPM

Correct WPM: (181 – _____ errors) × 60 =
_____ / _____ seconds = _____ CWPM

Retelling Scoring Sheet for "The Bear and the Rabbit"

Setting/Background

____ There was a bear
____ who was big.
____ He was sad
____ because he didn't have anyone
____ to play with.

Level: One

Goal

___ He asked his father

___ "How can I find a friend?"

Events

___ His father said,

___ "By being you."

_1_ "But all the animals are afraid of me,"

___ he said.

___ The bear was sitting

_2_ by the river.

_3_ He was singing

_4_ softly.

_5_ A rabbit lived there.

___ He looked out

_6_ of his hole

___ when he heard the song.

_7_ He thought

___ the bear was nice.

___ The rabbit went

___ and got his horn.

_8_ He began to play.

___ His music went well

_9_ with the bear's song.

___ The rabbit walked to the bear.

___ The bear kept singing.

Resolution

___ They were both happy

_11_ that they had found a friend.

_10_ A bird joined in.

31 Ideas

Number of ideas recalled ___11___

Other ideas recalled, including inferences:

Questions for "The Bear and the Rabbit"

1. Why was the bear sad at the beginning of the story?
   Explicit: because he didn't have anyone to play with

   all the animals were afraid of him.

2. Why did the father think that the bear could find a friend just by being himself?
   Implicit: the bear was nice and being nice makes friends

   by being you you can find a friend just like you.

3. What was the bear doing as he sat by a river?
   Explicit: singing ✓

4. What did the rabbit think when he heard the bear singing?
   Explicit: that the bear must be nice; he doesn't have to be afraid of him; it would be nice to have a friend ✓

5. What did the rabbit do?
   Explicit: went and got his horn; played his horn ✓

6. Why did the bear and the rabbit become friends?
   Implicit: because of their love of music

   DK

Number Correct Explicit: _4_

Number Correct Implicit: _0_

Total: ___

___ Independent: 6 correct

_✓_ Instructional: 4–5 correct

___ Frustration: 0–3 correct

The Bear and the Rabbit   195

Expository

Concept Questions:

What do flowers need to grow?

sun, water, soil

_____

_____ (3-2-1-0)

What does "forest animals in the winter" mean to you?

In the f in the summer they
start Collecting food, in winter they start
to go to sleep (3-2-1-0)

What does "changing seasons" mean to you?

Weather starts to change,
also the shape for mat of the earth
is starting to change, too (3-2-1-0)

Score: 7 /9 = 78 %

_____ FAM _____ UNFAM

Prediction:

talk about how diff. seasons
affect flowers, trees; I

"Seasons"

There are four seasons in a year. They are spring,
summer, fall, and winter. Each season lasts about
three months. Spring is the season when new life
begins. The weather becomes warmer. Warm
weather, rain, and light make (makes) plants grow. Some

finger point

plants that looked dead during the winter grow (topples) SC
again. Tulips are plants that come up every spring.

Summer begins (12th) on June 20th for people who
live in the United States. June 20th (12th) is the longest
day of the year for us. We have more sunlight that
day than on any other day. Insects (instead SC) come out in sum-
mer. One bug that comes out in the summer likes to
bite. The bite hurts and it itches. Do you know what
that bug is? It's the deerfly.

Summer ends and fall begins (falls begin) during September.
In the fall we continue to get less light from the sun. In
the North, leaves begin to die. When they die they
turn brown. Then they fall off. Nuts fall from the trees.
They are saved by the squirrels to eat in the winter.

Winter begins just a few days before Christmas.
December 21st (the) is the shortest day of the year for us.
We have less light (sunlight) that day than on any other day. In
winter many animals have to live on food that they
stored during the fall. There are no green plants for
the animals to eat. Winter ends when spring begins (the)
on March 20th (10th). The seasons keep changing. Plant (Plants)
life begins and ends each year. (247 words)

Number of Total Miscues
(Total Accuracy): _____ 19 _____

Number of Meaning-Change Miscues
(Total Acceptability): _____

Total Accuracy		Total Acceptability
0–6 miscues _____ Independent		_____ 0–6 miscues
7–25 miscues __✓__ Instructional		_____ 7–13 miscues
26+ miscues _____ Frustration		_____ 14+ miscues

Rate: 247 × 60 = 14,820 / _____ seconds = _____ WPM

Correct WPM: (247 – _____ errors) × 60 =

_____ / _____ seconds = _____ CWPM

Retelling Scoring Sheet for "Seasons"

Main Idea

_____ There are seasons
__1__ four seasons
_____ in a year.

Details

__5__ They are spring,
__2__ summer,
__3__ fall,
__4__ and winter.

Main Idea

_____ Spring is the season
_____ when new life begins.

Details

_____ The weather becomes warmer.
_____ Rain
_____ and light make plants grow.
__9__ Tulips come up
__10__ every spring.

Main Idea

_____ Summer begins
_____ on June 20th.

Details

_____ June 20th is the longest day
_____ of the year.
_____ Insects come out
_____ in the summer.
_____ One bug likes to bite.
_____ It's the deerfly.

Main Idea

_____ Fall begins
_____ during September.

Details

_____ We continue to get less light
_____ from the sun
_____ in the fall.
_____ Leaves begin to die.
_____ They turn brown.
_____ Then they fall off.
__6__ Nuts are saved
__4__ by squirrels
__7__ to eat
__8__ in the winter.

Main Idea

_____ Winter begins
_____ a few days
_____ before Christmas.

Details

_____ December 21st is the shortest day
_____ of the year.
_____ Animals have to live on food
_____ that they stored
_____ during the fall.

42 Ideas

Number of ideas recalled __10__

Other ideas recalled, including inferences:

Plants

Level 2

Questions for "Seasons"

Level 2

1. How long does each season usually last?
   Explicit: three months ✓

2. What are the conditions needed for flowers to come up in spring?
   Implicit: warm weather, rain, or light

3. Which day has more sunlight than any other?
   Explicit: June 20th ✓

4. According to your reading, what insect's bite makes you itch?
   Explicit: deerfly

   ✓

5. How do you know that fall is coming even if the weather is warm?
   Explicit: there is less daylight; *or* the leaves turn brown

6. Why do leaves die in the fall even when the weather is warm?
   Implicit: there is less light

   they know that they have
   to change, and die, and
   grow again

7. About when in September does fall begin?
   Implicit: around September 20th

   ✓

8. Why do squirrels save nuts for eating in winter?
   Implicit: Food is scarce; *or* there is less food available in the winter

   the winter there is
   no plants, and trees
   can't grow. everything
   until the spring starts
   again

   Number Correct Explicit: __3__

   Number Correct Implicit: __1__

   Total: ____

   ____ Independent: 8 correct

   ____ Instructional: 6–7 correct

   ✓ Frustration: 0–5 correct

Student Copy is on page 262.

C 8224 (Grade 2) Activating Background: Read the title to yourself; then tell me what you think will happen.

Background: Low |————|————◯ High

Zoo Work

		MISCUES						
	Substitution	Insertion	Omission	Reversal	Repetition	Self-Correction of Unacceptable Miscue	Meaning Change (Significant Miscue)	
Bob works at the zoo. He takes care 8								
of all kinds of animals. The animals are 16								
brought to the zoo from all over the world. 25								
I how Bob gives hay to the elephants. He feeds 33	\						\	
raw meat to the lions and fresh fish to the 43								
seals. He knows just what to give every 51								
animal. Each day Bob washes *R* the cages in 59						\		
the zoo. When an animal gets sick, Bob 67								
takes it to the zoo doctor. He will make it 77								
well. Bob keeps the zoo keys. When the 85								
parents *got P* people go home, Bob locks the gates to the 94	\\						\	
R zoo. Then he can go home. 100								
TOTAL						\		

Total Miscues ☐2 Significant Miscues ☐2

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10 +	Frustration	5 +

Oral Reading Rate	Norm Group Percentile				
⟌6000 WPM	☐ 90	☐ 75	☐ 50	☐ 25	☐ 10

287

C 8224 (Grade 2)
Comprehension Questions

T	1. ___	What is this story about? (Bob and the zoo; Bob's work at the zoo)	
F	2. ___	What does Bob do? (works at the zoo; takes care of animals; washes cages)	
F	3. ___	Where do the animals come from? (all over the world) *different parts of the world*	
F	4. ___	What did Bob feed the lions and what did he feed the seals? (meat to the lions and fish to the seals)	
F	5. ___	How often does Bob wash the cages? (each day; every day)	
F	6. ___	Who takes care of sick animals? (zoo doctor)	
F	7. ___	What does Bob do when the people go home? (locks the gates and goes home)	
I	8. ___	How does Bob know what to feed the animals? (any logical response)	
E	9. ___	Why do you think Bob locks the gates to the zoo? (any logical response; so no one can take animals)	
V	10. ___	What is "raw" meat? (meat that is not cooked)	

1½ Questions Missed

Retelling Notes

about a zoo worker named Bob, and he takes care of all kinds of animals at the zoo. He know what to feed them; he cleans the cages, and he takes the sick animals to the zoo doctor; when people go home, he locks the door and he can go home.

Maybe the zoo manager tells him what to feed the animals every day

So the animals don't leave and people don't sneak in

meat that hasn't been cooked yet; it's just there without cooking or seasoning

Comprehension Scoring Guide

Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling

Excellent
Satisfactory
Unsatisfactory

288

Student Booklet copy is on page 55.

10/4/13

C 3183 (Grade 3) Activating Background: Read the title to yourself; then tell me what you think will happen.

Background: Low |————|———◯| High

The Pet Shop

		MISCUES						
	Substitution	Insertion	Omission	Reversal	Repetition	Self-Correction of Unacceptable Miscue	Meaning Change (Significant Miscue)	
Maria really wanted a little dog. One	7							
day she went with her parents to the pet	16							
shop. They looked at the fish, turtles,	23							
parrots, and many kinds of dogs. Maria	30						\	
and her parents saw one nice puppy that	38							
acted very lively. It looked like a small,	46	\						\
bouncing, black ball of fur. The puppy was	54							
a fluffy black poodle. It jumped around in	62	\						\
its cage. When Maria petted the puppy, it	70	\						
sat up and begged. Maria and her parents	78	\					\	\
laughed because the poodle looked so cute.	85							
They decided to buy the poodle. After all,	93	\						
who could resist such a cute dog?	100							
TOTAL								

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10 +	Frustration	5 +

Total Miscues [5]   Significant Miscues [3]

Oral Reading Rate		Norm Group Percentile				
WPM)6000		☐ 90	☐ 75	☐ 50	☐ 25	☐ 10

C **3183** (Grade 3)
Comprehension Questions

			Retelling Notes

T   1. ✓   What is this story about?
(Maria and her parents buying a
poodle; a trip to the pet shop)

A girl went to pet shop, and looking at the animals, She was looking at the dog, the dog was adorable; after they were buying, her parents bought the dog for her.

F   2. ✓   Where did Maria and her parents go?
(to the pet shop)

F   3. ✓   What did Maria and her parents see?
(fish; turtles; parrots; dogs
[any 2])

F   4. ✗   What did the poodle look like?
(small; furry; black; fluffy;
bouncing ball of fur; cute [any 2])

F   5. ✓   What did the poodle do when Maria
petted it?
(it sat up; it begged)

F   6. ✓   Why did Maria and her parents
laugh?
(the poodle looked so cute)

F   7. ✓   What happened to the poodle?
(Maria and her parents bought it)

I   8. ✓   Why do you think Maria wanted a
dog?
(any logical response; she liked
dogs; she didn't have anyone to play
with)

Maybe she wanted a companionship, probably because she didn't have any brothers or sisters

E   9. ✓   What do you think they will do with
the dog once they get it home?
(any logical response; play with it)

Feed it, play with it

V   10. ✓   What does "bouncing" mean?
(to spring back; to go up and down)

going up & down in a fast matter

0.5 Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

Student Copy is on page 264.

C 5414 (Grade 4) Activating Background: Read the title to yourself; then tell me what you think will happen.

Background: Low |———(—)———| High

The Soccer Game

		MISCUES						
		Substitution	Insertion	Omission	Reversal	Repetition	Self-Correction of Unacceptable Miscue	Meaning Change (Significant Miscue)
There were only two minutes to go	7							
in the big soccer game between the	14							
Jets and the Bombers. The score was *(Boomers)*	21	\				·		
tied. The ball was in the Jets' area	29							
dangerously close to their goal. Rosa, a *(dangerous)(Rose)*	36	\						
Jets midfielder, ran for the ball. She got *(midfield)*	44	\						
to the ball and delivered a great kick.	52							
The ball went sailing over the midline	59					·		
into Bomber territory. *(Boomers)*	62		·					
With a yell, Kim got the ball and *(While)*	70	\	\					\
dribbled toward the Bomber goal. *(Boomers)*	75							
There was no time for a mistake. The	83							
shot must be true. Kim faked right. *(shout may/sc)*	90	\				·	\	
Then Kim kicked left and scored as the	98							
game ended.	100							
TOTAL								

Word Recognition Scoring Guide

Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10 +	Frustration	5 +

Total Miscues [5] Significant Miscues [\ ]

Oral Reading Rate	Norm Group Percentile				
___ WPM)6000	☐ 90	☐ 75	☐ 50	☐ 25	☐ 10

C 5414 (Grade 4)
Comprehension Questions

		Retelling Notes

T   1. ✓   What is this story about?
(a soccer game)

F   2. ✓   How much time was left in the
game?
(2 minutes)

F   3. ✓   What was the score near the end
of the game?
(it was tied)

F   4. ✓   What was the name of the team
Rosa was on?
(Jets)

F   5. DK   What position did Rosa play?
(midfielder)

F   6. ✓   When Rosa kicked the ball,
where did it go?
(over the midline; into Bomber
territory)

F   7. ✓   Who scored the final goal of the
game?
(Kim)

I   8. ✓   Which team lost the game?
(the Bombers)

E   9. ✓   If you were the coach, what
would you tell your players to do
with two minutes to go in the
game?
(any logical response; try your
hardest; try to get in a goal)

V   10. DK   What does "sailing" mean in this
story?
(in the air; flying; soaring; to
glide through the air)

Retelling Notes

a big soccer game by jets &
boomers; the game is tied
and only 2 min left; the Kim
kick the ball to the boomers'
territory, so after Kim dribble
the ball and make the goal,
so it was the end of the
game

to try their best to
win the game

3 Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

292

Student Copy is on page 157.

A 8595 (Grade 5) Activating Background: Read the title to yourself; then tell me what you think will happen.

Background: Low |———Ⓘ———| High
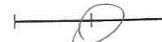
The Mystery

		Substitution	Insertion	Omission	Reversal	Repetition	Self-Correction of Unacceptable Miscue	Meaning Change (Significant Miscue)
		MISCUES						
Everyone turned to stare as a black	7							
hooded figure whizzed by on a skateboard.	14					|		
It was a mystery because no one knew	22							
who the talented person was. Ken saw *(that)*	29	|						(
the skateboarder slide down the library *(board side)*	35	||						||
railing and disappear into the alley. Nita *(rail)*	42	|						(
followed the person from school and	48							
watched as a curb was jumped and a	56				|			
three hundred sixty degree turn was *(sixteen)*	62	|						|
completed with ease. One day Ken	68							
noticed a skateboard and a black hooded	75							
jacket next to Rose's house. He also saw	83							
a library book called *Skate Board Tips* *(calls)*	90	|						
in her desk at school. Ken had solved	98							
the mystery. *(changing) (challenging)*	100	|						|
TOTAL								

Word Recognition Scoring Guide

Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10 +	Frustration	5 +

Total Miscues [9]   Significant Miscues [5]

Oral Reading Rate	Norm Group Percentile
‾‾‾ WPM)6000	☐ 90 ☐ 75 ☐ 50 ☐ 25 ☐ 10

A 8595 (Grade 5)
Comprehension Questions

T	1. ✓	What is this story about? (a skateboarder; finding out who the skateboarder was)
F	2. X	What did the mystery person look like? Nobody saw, just a (wore a black hood; rode a person skateboard) a skateboard w a black hoodie
F	3. ___	Why was this person such a mystery? (no one knew who the person was)
F	4. X	Who saw the skateboarder? (everyone; Ken and Nita)
F	5. ___	What kind of stunts did the mystery person do? (slide down a railing; three hundred sixty degree turn; jump a curb [any 1])
F	6. ___	Who solved the mystery? (Ken)
F	7. ✓	What items did Ken see that helped him solve the mystery? (hooded jacket; skateboard; book [any 2])
I	8. ___	Who was the mystery person? (Rose)
E	9. ✓	If you were Ken, how might you have solved the mystery differently? (any logical response)
V	10. ___	What does "talented" mean? (good at something; gifted) you're really good at something

5 Questions Missed

Retelling Notes

some kid went down the street, riding a skateboard, and everyone wondered the talented person was; then somebody saw it going into the library

Nita saw the skateboard & clothes near Rosa's house, and tips to go skateboarding, so Ken solved the challenging the mistery

— they had the black hood on their head, and they rode the skateboard and they were really talented

Hwo Ken
— went up some rail near the library

Kim

Rosa

— I guess I would've went to the library and asked the library who had checkouted the book; and maybe go to the skateboard shop and ask who bought the skateboard that the person was riding

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

Running Record Recording Form

Student Name: _Lisa_   Date: _10/4/13_ Recorder: _Wanqing Apa_

Text Title: _Mouse in a House_   Level: _1_ (QRI) Running Words: _250_

Accurate Reading ✓	**Substitution or attempt** <u>student response</u> text	**Repetition** R
Omission <u>--</u> text	**Insertion** <u>student response</u> ---	**Told** T **Self-Correction** SC

Accuracy Rate _96%_ Self-Correction Rate _1:4_

Analysis:

Although QRI showed that the student is at instructional level on level 1, this running record shows that she's at independent level on read-aloud. The child self-monitors a lot, as is shown by the self-correction rate and the repetition frequency. As for miscues, the child uses mostly meaning and visual cues when self correct or when a word is enunciated.

	E	SC	
✓ ✓ ✓ ✓			
✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓			
✓ ✓ ✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓			
✓ ✓ ✓ ✓ . des–deskird/SC ✓ ✓ ✓ ✓ R.	I	I	MS✓ SC M⃝S✓V
✓ ✓ ✓ ✓ decided ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ ✓			
He/It ✓, a/– ✓ yearsisc/year ✓R ✓ ✓ ✓ .	III	I	MS✓ M⃝SV M⃝S✓ SC M⃝S✓
✓ ✓ ✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ ✓			
✓ ✓ ✓ ✓ s–/unday/Sunday ✓ .	I	I	M⃝SV SC MS✓V
✓ ✓ ✓ ✓ –/TSC/old ✓R			
✓ ✓ ✓ ✓ ✓ , ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ .			
✓ ✓, ✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ .			M⃝S✓
✓ ✓ ✓ the/that ✓ ✓ ✓ ✓ ✓ ✓ ✓ .	I		M=✓
✓ ✓ ✓ visit/visited ✓ ✓ , ✓ ✓ ✓ ✓ ✓ ✓ .	I		
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ the/– ✓ floor/floors .	II		M⃝SV M⃝SV
✓ ✓ , ✓ ✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ ✓ ,			
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ , ✓ ✓ ✓ ✓ ✓ ✓ ✓ .			
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓			
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ , ✓ ✓ ✓ .			

Running Record Recording Form

Student Name: _Lisa_   Date: _10|4|13_ Recorder: _Wanqing Apa_

Text Title: _Wales and Fish_   Level: _2 (QRI)_ Running Words: _197_

Accurate Reading ✓	Substitution or attempt student response / text	Repetition R
Omission -- / text	Insertion student response / --- Told T	Self-Correction SC

Accuracy Rate _96%_ Self-Correction Rate _1:4.5_

Analysis: In this piece, the student heavily depended on meaning when reading, yet not paying attention to a word's ending. This corresponds with some of her readings on the word list of QRI and BRI. When using visual cues, the student almost always goes for the first few letters and then use meaning to read the word out. As usual, the student self monitors by repetition and self-correction.

English to Spanish

Ana F. Muñoz-Sandoval   Criselda G. Alvarado
Jim Cummins   Mary L. Ruef

Bilingual Verbal Ability Tests

BVAT

Last Name: V   First Name: Lisa   Sex: M ☐ F ☑   ID: _____   Date of Birth: 7/29/2000

School/Organization: Wyatt Middle   Teacher/Department: Ms. Brandon   Years Retained: 1   Years Skipped: 0

Date of Testing: 10/25/2013 (Month/Day/Year)   Grade Placement: 7th   Primary Examiner: Wanqing Apa   Ancillary Examiner: _____   Date of Testing: 10/25/13 (Month/Day/Year)

Education (Adult): _____   Occupation (Adult): _____

LANGUAGE EXPOSURE INFORMATION:

Years (and months) subject has been in this country, if not born here: born here   Years (and months) subject has been exposed to English at school: _____

Country in which subject was born: US

LANGUAGE USE QUESTIONNAIRE:

1. Language first learned by subject? English

		HOW MUCH OF THE TIME (Check nearest percent)				
		<25%	25%	50%	75%	100%
2. Primary language spoken by subject at home?	English	☐	☐	☐	☑	☐
Other language(s)	Spanish	☐	☑	☐	☐	☐
3. Primary language spoken by others at home?	English	☐	☐	☑	☐	☐
Other language(s)	Spanish	☐	☐	☑	☐	☐

		HOW MUCH OF THE TIME (Check nearest percent)				
		<25%	25%	50%	75%	100%
4. Subject's primary language in informal social situations (playground, cafeteria, or on the street)?	English	☐	☐	☐	☑	☐
Other language(s)	Spanish	☐	☑	☐	☐	☐
5. Subject's primary language in classroom?	English	☐	☐	☐	☐	☑
Other language(s)		☐	☐	☐	☐	☐

Additional Language(s) Information: _____

Does subject have glasses?   ☐ Yes ☑ No .... Were they used during the testing?   ☐ Yes ☐ No
Does subject have a hearing aid? ☐ Yes ☑ No .... Was it used during the testing?   ☐ Yes ☐ No

Make note of any unusual responses or behavior encountered in this session: _____

1 Picture Vocabulary

Basal: 8 lowest-numbered items correct
Ceiling: 8 highest-numbered items failed

Score 1,0

English Trial	Other Language Trial	
A ____	____	ball
B ____	____	cat

English	Other Language	
1 ____	____	fork
2 ____	____	flower
3 ____	____	puppy
4 ____	____	horse
5 ____	____	baby
6 ____	____	stove
7 ____	____	soup
8 ____	____	telephone
9 ____	____	fish
10 ____	____	ball
11 ____	____	scissors
12 ____	____	banana
13 1	____	bicycle
14 1	____	star
15 1	____	shoe
16 1	____	spoon
17 1	____	key
18 1	____	carrot
19 1	____	helicopter
20 1	____	padlock

understand from Spanish that it's not a cricket but does not know how to say the word in Spanish(!)

21	0	0.5	grasshopper
22	1	____	octopus
23	1	____	doorknob
24	1	____	light switch
25	1	____	waterfall
26	1	____	magnet
27	1	____	faucet
28	1	____	globe
29	0	0	igloo
30	1	____	theater
31	1	____	pyramid
32	1	____	panning gold
33	0	0	stagecoach
34	0	0	hinges
35	0	0	press
36	0	0	stethoscope
37	0	1	llama
38	0	0	thermostat
39	0	0	vise
40	0	0	tourniquet
41	____	0	sphinx
42	____	0	pendulum
43	____	0	loom
44	____	0	candelabra
45	____	0	toga
46	____	____	yoke
47	____	____	turnstile
48	____	____	epitaph

49	____	____	monocle
50	____	____	pestle and mortar
51	____	____	pagoda
52	____	____	spire
53	____	____	scallop
54	____	____	tendril
55	____	____	baluster
56	____	____	pillory
57	____	____	sabot
58	____	____	fluke

30 English Raw Score   **1.5** Gain Score

2 Oral Vocabulary

Basal: 6 lowest-numbered items correct
Ceiling: 6 highest-numbered items failed

Score 1,0

PART A: SYNONYMS

English Trial	Other Language Trial		
A		big — large
B		nap — sleep

	English	Other Language	
1	1		angry — mad
2	1		small — little
3	1		look — see
4	1		begin — start
5	1		lawn — grass
6	1		we — us
7	0	1	car — automobile
8	1		assist — help
9	1	0	untamed — wild
10	1	1	portion — part
11	1	1	devour — eat
12	0	0	conceal — hide *don't the meaning*
13	0	0	luminous — bright
14	1		lunar — moon
15	0	0	bequeath — give —
16	0	0	obvious — evident *common*
17	0	0	ambiguous — indefinite *don't know the meaning*
18	0		chide — scold *x meaning*
19	0		bellicose — belligerent
20	0		munificent — lavish *special different*

PART A English Number Correct __11__   Part A Gain __1__

PART B: ANTONYMS

English Trial	Other Language Trial		
A		yes — no
B		wrong — right

	English	Other Language	
1			no — yes
2			out — in
3			down — up
4			happy — sad
5	1		boy — girl
6	1		large — little
7	1		old — new
8	1		soft — hard
9	1		strong — weak
10	1		add — subtract
11	1		true — false
12	1		gain — lose
13	1		life — death
14	1		generous — selfish
15	0	0	flimsy — strong *x meaning*
16	0	0	considerate — discourteous *√ meaning*
17	0	0	authentic — bogus *x meaning*
18	0	0	accumulate — discard *x meaning*
19	0	0	attract — repel *√ meaning*
20	0	0	serene — agitated *x meaning*
21			pacify — anger
22			absurd — sensible
23			demure — brazen
24			synthesis — analysis

PART B English Number Correct __10__   Part B Gain __0__

21	English Raw Score	1	Gain Score
	[A+B]		[A+B]

3 Verbal Analogies

Basal: 8 lowest-numbered items correct
Ceiling: 8 highest-numbered items failed

Score 1,0

English Trial	Other Language Trial	
A	1	swims
B	1	brother
C	1	four
D	1	out

	English	Other Language	
1			rest
2			eat
3			down
4			slow
5	1		green
6	1		grandfather
7	1		glass *plastic*
8	1		road
9	1		grass *lawn*
10	1		stop *finish*
11	1		wrist
12	1		smile
13	1		puppy
14	1		40 *28*
15	0		wire *plugs*
16	0		paper
17	1		animal
18	1		player
19	1		teeth
20	0	0	crawl *after the reminder "slither"*
21	1		plane
22	1		words
23	1		broom
24	0	0	elbow
25	1		block *cube*
26	0		blow
27	1		sound *noise*
28	0		cut
29	1		pants *shorts*
30	0		criminal *mess. malo*
31	0		diameter
32	0		historic *future present passa*
33	0		cube *can*
34	0		people
35	0	0	tank

23	English Raw Score	0	Gain Score

Form A • Graded Word Lists • Performance Booklet • Student Copy is on page 34.

List AA (Pre-Primer)	Sight	Analysis	List A (Primer)	Sight	Analysis
1. mi	C		1. abeja	DK	
2. papá	C		2. juego	DK	
3. sapo	DK		3. silla	DK	
4. no	C		4. corre	DK	
5. él	C		5. hizo		
6. vete	DK		6. café		
7. bebé	DK		7. chivo		
8. toma	C		8. lluvia		
9. luna	C		9. queso		
10. bonito	DK		10. conejo		
11. pelo	DK		11. helado		
12. todo	C		12. sobre		
13. ala	DK		13. encima		
14. saluda	DK		14. tenía		
15. va	C		15. zapato		
16. nido	DK		16. cereza		
17. amigo	DK		17. ciudad		
18. en	DK		18. ayuda		
19. rana	DK		19. dueño		
20. fue	DK		20. guitarra		
Number Correct	8		Number Correct		
Total			Total		

Scoring Guide for Graded Word Lists			
Independent	Instructional	Inst./Frust.	Frustration
20 19	18 17 16	15 14	13 or less

Form A • Graded Word Lists • Performance Booklet • Student Copy is on page 55.

List A 7141 (Grade 1)	Sight	Analysis	List A 8224 (Grade 2)	Sight	Analysis
1. bruja	DK		1. granjero	DK	
2. arreglar	DK		2. oigan		
3. programa	C		3. píntamelo		
4. español	C		4. alrededor		
5. baile	DK		5. quiénes		
6. terrible	C		6. pensamiento		
7. trucha	DK		7. demasiado		
8. pluma	C		8. viuda		
9. bicicleta	DK		9. diccionario		
10. invierno	DK		10. juicio		
11. gris	C		11. cuadrado		
12. coyote	DK		12. bellísimo		
13. ladrillo	DK		13. dormilón		
14. jaula	DK		14. ausente		
15. hoy			15. fuerte		
16. pueblito			16. mientras		
17. alacrán			17. puercoespín		
18. flecha			18. hígado		
19. cumpleaños			19. tráigamela		
20. cigüeña			20. ternura		
Number Correct			Number Correct		
Total			Total		

Scoring Guide for Graded Word Lists			
Independent	Instructional	Inst./Frust.	Frustration
20 19	18 17 16	15 14	13 or less

AAA (Pre-Primer 1)
Comprehension Questions

F	1. __C__	¿Dónde está sentada la ranita? (en una roca)	
F	2. __C__	¿Dónde nada? (en una laguna)	
E	3. __C__	¿Qué les gusta hacer a las ranas? (saltar, nadar)	
I	4. __C__	¿Por qué será que las ranas saltan tan alto? (cualquier respuesta lógica)	
V	5. __C__	¿Qué es *una rana*? (un animal; un animal que salta)	

Retelling/Notes

en la agua

brincar y nadar

porque las patas de atrás están bien grandes

es un animal que brinca alto, es de todos los colores, a veces vive en el agua o en el piso.

☐ Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0	Independent
1	Ind./Inst.
1½	Instructional
2	Inst./Frust.
2½ +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

BB (Pre-Primer 2)
Comprehension Questions

			Retelling/Notes

F 1. ___C___ ¿Qué le pasó a Pedrín?
(se le perdió la pelota)

F 2. ___C___ ¿Cómo era la pelota que encontró
Rosa?
(azul y pequeña)

E 3. ___DK___ ¿Qué juego jugará Pedrín con su
pelota?
(cualquier respuesta lógica)

I 4. ___C___ ¿Por qué sabía Pedrín que la
pelota que Rosa tenía no era
suya?
(no era roja; era pequeña y azul;
cualquier respuesta lógica)

V 5. ___C___ ¿Qué es *una pelota*?
(algo con que juegas; es redonda;
cualquier respuesta lógica)

Retelling/Notes:

No podia encontrar su pelota

Era chiquito y era azul

No era roja y no era
grande

un pelota es algo que si
lo tiras en el piso brinca
pa'tras. A veces es
de todos los colores

[ ] Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0	Independent
1	Ind./Inst.
1½	Instructional
2	Inst./Frust.
2½ +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

p. 124

1   C   es de una nena que vive en una casa blanca. Estaba caminando, se encontró

2   C   un huevo blanco y se lo llevó a la casa. Puso el huevo debajo de la estufa y al día siguiente escuchó un ruido que no sabía.

3   C   el viento y el sol

4   C   camina y encuentra un huevo.

5   C   en una hierba

6   C   lo pone en una caja con ropa vieja y al lado de la estufa

7   C   Alguien otro lo encontró y no lo podía cuidar y después lo puso ahí.

8   C   Porque si estaba frío se podía enfermar y morir (lo que estaba adentro del huevo

9   DK

10   C   Una cosa con que las personas cocinan comida a veces

independent/inst.

Student Copy P62

A 8224 (Grade 2)   (HIGH)
Comprehension Questions

T   1. __C__   ¿De qué se trata el cuento?
                (de un muchacho que va camping
                con su familia)

F   2. __C__   ¿Le gustó a Jorge ir camping con
                su familia? ¿Cómo sabes?
                (le gustó; se puso contento)

F   3. __C__   ¿Por qué dieron un paseo Jorge y
                su papá?
                (para explorar el área)

F   4. __DK__ ¿Qué clase de árboles encontraron?
                (pinos; robles)

F   5. __C__   Además del ratón, ¿qué vio Jorge?
                (huellas de animales; el nido de un
                pájaro)

F   6. __—__   ¿Dónde se metió el ratón?
                (en un agujero)

I   7. __C__   ¿Por qué crees que el ratón se
                metió en el agujero?
                (cualquier respuesta lógica; quiso
                esconderse; oyó a Jorge y sintió
                miedo)

I   8. __C__   ¿Por qué crees que Jorge y su papá
                pensaron que las huellas eran de
                animales?
                (cualquier respuesta lógica)

E   9. __C__   ¿Qué otros animales crees que
                Jorge podría encontrar si diera otro
                paseo?
                (cualquier respuesta lógica)

V   10. __C__ ¿Qué son *huellas*?
                (donde se para un animal; marcas
                en la tierra; cualquier respuesta
                lógica)

☐ Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling/Notes

de un niño que es la primera vez que va de camping con su familia. Fue con su padre a explorar las montañas y vieron muchas cosas.

Estaba bien feliz

Porque Jorge nunca estaba en las montañas y quería ver cosas

una canasta de un pajarito

se metió en un ___ en un árbol

Algo le da miedo y estaba tratando de esconder (se)

Porque el ratón era el único animal que los dos vieron

pajaritos

Cosas chiquitas o grandes que un animal o persona podría hacer en el pared o el árbol

Retelling
Excellent
Satisfactory
Unsatisfactory

B 3183 (Grade 3)   Student copy p107.
Comprehension Questions   HIGH

			Retelling/Notes

T   1. ___C___ ¿De qué se trata este cuento?
(de un grillo; de cómo un grillo canta;
de cómo los grillos se frotan las alas)

de una persona que no puede dormir porque la despierta un grillo, que hace mucho ruido.

F   2. ___C___ ¿Cuándo ocurre este cuento?
(por la noche; en el verano)

F   3. ___C___ ¿Por qué no puede dormir la persona
que cuenta este cuento?
(por el sonido que hace el grillo; por
el canto del grillo; por el ruido)

Porque el grillo hace un ruido

F   4. ___C___ ¿Cómo produce el grillo su sonido?
(frota un ala contra la otra; frota las
alas unas con otras)

le da a las dos patas de atrás

F   5. ___DK___ ¿Qué clase de grillo hace el sonido?
(el macho; el varón; el papá)

F   6. ___C___ ¿Por qué es difícil encontrar el origen
del sonido del grillo?
(el sonido no viene de un solo lado; el
grillo es pequeño; es difícil ver dónde
está el grillo)

porque el grillo era bien chiquito

I   7. ___C___ ¿Por qué supones que sólo el macho
hace el sonido?
(cualquier respuesta lógica; así son;
las hembras no pueden hacer el
sonido)

porque los machos tienen los músculo muy fuertes

I   8. ___C___ ¿Por qué piensas que alguna gente
cree que los grillos traen buena
suerte?
(cualquier respuesta lógica)

porque el color o por el ruido que hace

E   9. ___✓___ ¿Cómo te sentirías tú si un grillo no te
dejara dormir? ¿Por qué?
(cualquier respuesta lógica; cansado;
enojado)

No me sentiría bien porque no puedo dormir con ruido, quiero dormir calmada

V   10. ___DK___ ¿Qué es el pulgar?
(un dedo de la mano)

	Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

Student copy P65
HIGH

A 8595 (Grade 5)
Comprehension Questions

			Retelling/Notes

T   1. ___C___ ¿De qué se trata este cuento?
(de alguien que patinaba; de una
figura misteriosa)

de una persona que estaba en una patineta con una chaqueta negra y nadie sabía quién era

F   2. ___C___ ¿Cómo vestía la figura misteriosa?
(con capa negra; con una capucha
negra)

Tenía una chaqueta negra

F   3. ___C___ ¿Por qué era la persona del cuento
un misterio?
(nadie sabía quién era; cualquier
respuesta lógica)

nadie sabía quién podía estar en la patineta

F   4. ___C___ ¿Quién vio a la figura en patineta?
(José; todos; Amelia)

un montón de personas

F   5. __DK__ ¿Qué tipo de trucos hizo la figura
de capa negra?
(se deslizó por el pasamanos de
la escalera; se desapareció por el
callejón)

F   6. ___C___ ¿Quién resolvió el misterio?
(José)

José

F   7. ___C___ ¿Qué vio José que le ayudó a
resolver el misterio?
(la patineta; la chaqueta de capucha
negra; el libro)

la chaqueta, la patineta, el libro.

I   8. ___C___ En fin, ¿quién era la persona
misteriosa?
(Rosa)

E   9. ___C___ Si tú fueras José, ¿de qué otra
forma crees que podrías haber
resuelto el misterio?
(cualquier respuesta lógica)

podía ir a la tienda de las patinetas y ver quién compró la patineta parecida y podía ir a la biblioteca y ver quién tenía el mismo libro

V   10. __DK__ ¿Qué significa la palabra
deslizarse?
(bajarse; resbalarse; cualquier
respuesta lógica)

☐ Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

90

B 8595 (Grade 5) Student copy p109
Comprehension Questions HIGH

T 1. __C__ ¿De qué se trata este cuento?
(de los aviones; de los cambios en los
aviones; de cómo los aviones vuelan de
rapido)

F 2. __DK__ ¿Qué clase de motor tienen los aviones
ahora?
(motores de propulsión a chorro; tienen
jets; cualquier respuesta lógica)

F 3. __C__ ¿Cuán rápido pueden volar algunos
aviones?
(cualquier respuesta lógica; más rápido
que la velocidad del sonido)

F 4. __DK__ ¿Cómo volaban los aviones de antes?
(con propelas; con alas que se movian;
cualquier respuesta lógica)

F 5. __DK__ ¿Qué año volaron los hermanos Wright
por primera vez?
(1903)

F 6. __DK__ Según este cuento, ¿en cuánto tiempo
puede una persona volar largas
distancias?
(menos de uns hora; cualquier respuesta
lógica)

F 7. __C__ Según este cuento, ¿con cuánta
frecuencia despegan y aterrizan aviones
en los grandes aeropuertos?
(cada pocos segundos; cualquier
respuesta lógica)

I 8. _____ ¿Cómo crees que los hermanos Wright
se habrán sentido después de su primer
vuelo?
(cualquier respuesta lógica)

E 9. _____ ¿Crees que los aviones han mejorado
nuestras vidas? ¿Por qué?
(cualquier respuesta lógica)

V 10. __C__ ¿Qué significa *llegar a su destino*?
(cualquier respuesta lógica)

[ ] Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling/Notes

De unos aviones. Ahora
tienen jets que son
mas rápidos

unos son más rápidos
que los otros

doce segundos

feliz porque a veces
las personas cuando hacen
cosas por primera vez se
sienten felices.
Si porque a veces personas
no tienen dinero para poner
la gasolina en el carro
— Tú quieres ir a un
lugar y después llegas ahi

Retelling
Excellent
Satisfactory
Unsatisfactory

A 5414 (Grade 4)
Comprehension Questions

T 1. ___✓___ What is this story about?
(a forest fire)

F 2. ___✓___ What did the animals try to do?
(escape; warn each other)

F 3. ___—___ What was unusual about this
summer?
(it had been a dry one)

F 4. ___∪___ What was heard and seen in the
woods before the fire began?
(thunder and lightning)

F 5. ___✓___ What started the fire?
(a spark; lightning)

F 6. ___✓___ What colors were the trees in this
story?
(yellow, orange, and red [any 2])

F 7. ___—___ Why was it difficult for the
animals to breathe?
(smoke filled the air; the fire)

I 8. ___✓___ Why do you think the fire spread
quickly?
(any logical response; it had been
a dry summer)

E 9. ___✓___ What problems do you think the
animals that survived the fire
might have?
(any logical response)

V 10. ___∪___ What does "escape" mean?
(get away; any logical response)

Retelling Notes

dry place w/ bushes & trees.
One day the spark lit up the
leaves and started the fire.
Some animals couldn't escape
cuz they couldn't escape the
fog.
— it was storming

lightning ?

because of the fog

of all the leaves on the
ground; oily

lung problem, breathing problem

to rush or to leave quickly

☐ Questions Missed

Comprehension Scoring Guide

Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling

Excellent
Satisfactory
Unsatisfactory

184

C 8595 (Grade 5)
Comprehension Questions

T   1. ___✓___   What is this passage about?
(work the pioneers did to build a house)

F   2. ___—___   Why did the pioneers have to build their own houses?
(there were no special people to do it)

F   3. ___⌣___   Who came and helped?
(all the people in the area)

F   4. ___✓___   What did the younger children do?
(play)

F   5. ___✗___   What did the older children do?
(carted bits of wood; cut the limbs)

F   6. ___✓___   What other jobs did people do?
(cut trees; form frames; prepare food)

F   7. ___✓___   Where was the food placed and eaten?
(on wooden tables outside)

I   8. ___✓___   What do you think was the hardest job? Why?
(any logical response)

E   9. ___✓___   Which job would you pick? Why?
(any logical response)

V   10. ___✓___   What does "enormous" mean?
(large; big)

☐ Questions Missed

294

Comprehension Scoring Guide

Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling Notes

Pioneers when they first came, and they didn't have houses. So people started cut the trees. Older children played & younger children helped. Work gave people hunger so they ate a lot

Older children

ear carved / cut the wood

landscaping, cut down the trees.

long- wooden table outside.

Putting the wood together because some people would have the go on the ladders, and some people have to hold on the wood. That's a bunch of work.
— carve the wood bc. I like cutting stuff.

Retelling

Excellent
Satisfactory
Unsatisfactory

A 6867 (Grade 6)
Comprehension Questions

			Retelling Notes

T   1. ✓   What is this story about?
(a boy named Elwood)

F   2. —   What was Elwood considered?
(a tough guy)

F   3. DK   What school did he attend?
(Anderson School)

F   4. ✓   What did Elwood look like?
(a teacher; Mr. Wilson; colossal
in size; big; tough)

F   5. ✓   What kind of clothes did Elwood
wear?
(faded, torn jeans; old clothes)

F   6. ✓   What did everybody call him?
(Sky)

F   7. ✗   How did Elwood shock people?
(rude behavior; toughness)

I   8. ✓   Why do you think Bob was
Elwood's friend?
(any logical response; he lived in
the same apartment building)

E   9. ✓   Would you be Elwood's friend if
you went to Anderson School?
Why?
(any logical response)

V   10. DK   What does "riled" mean?
(irritated; made angry)

Retelling Notes (handwritten):
a kid in the school, the students wouldn't call his name because he would get furious. From a distance he looked like a teacher. He didn't have any friends except for the one that lives in the same place. as bully

boots w/ torn up jeans.

rude language.

bc Bob cared for him or maybe they had the same personality

No. Because I'm a person that does not like bully.

☐ Questions Missed

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

188

C 3717 (Grade 7)
Comprehension Questions

T   1. _____   What is this story about?
(a princess and her knight)

F   2. _____   How was the princess held
captive?
(she was shackled to a rock)

F   3. _____   Who saw the princess?
(a knight)

F   4. _____   How did the knight free the
princess?
(with his sword; he cut the chain)

F   5. _____   What did the knight do after
freeing the princess?
(comforted her with reassuring
words; led her away)

F   6. _____   Who took the princess to this
island?
(the pirates)

F   7. _____   Why was the princess taken to
this island?
(as a peace offering to the
monsters)

I   8. _____   Why do you think the pirates
used her as a peace offering?
(any logical response; she was
beautiful, powerful, etc.)

E   9. _____   What qualities do you think a
knight should have?
(any logical response; bravery;
courage)

V   10. _____   What does "savage" mean?
(wild; rugged)

☐ Questions Missed

Retelling Notes

this girl is chained by rock,

~~stad~~ putting a chain on
her leg to the rock.

a guy, but I can't remember
what specific was called
~~with~~

they ran along, he also told
her about the pirates and
peace offering

the pirates

Maybe the monster likes human
flesh. May she did something
bad.

- brave, nice, good-looking,
respectful.

to destroy. or to break apart

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5 +	Frustration

Retelling
Excellent
Satisfactory
Unsatisfactory

256

Running Record Recording Form

Student Name: _Lisa_ _____ Date: _11/8/13_ Recorder: _Wanqing Apa_

Text Title: _Johnny Appleseed (excerpt)_ Level: _4 (QRI)_ Running Words: _233_

Accurate Reading ✓	Substitution or attempt <u>student response</u> <center>text</center>	Repetition R
Omission <u>--</u> <center>text</center>	Insertion <u>student response</u> <center>---</center>	Told T Self-Correction SC

Accuracy Rate _94%_ Self-Correction Rate _1 : 8.5_

Analysis:
The student showed some difficulties during reading. Although the rate shows that she was on instructional level, I doubt whether she would be when counting comprehension: her parody during reading seemed to be incoherent and often times the reading was interrupted. Word chunks did not run together, either. For miscues, she was using a lot of meaning cues and surprisingly syntactical cues as well.

Fry Sight-Word Inventory *(page 3 of 7)*

First 100 Words

the	✓	or	✓	will	✓	number	✓
of	✓	one	✓	up	✓	no	✓
and	✓	had	✓	other	✓	way	✓
a	✓	by	✓	about	✓	could	✓
to	✓	word	✓	out	✓	people	✓
in	✓	but	✓	many	✓	my	=
is	✓	not	✓	then	✓	than	✓
you	✓	what	✓	them	✓	first	✓
that	✓	all	✓	these	✓	water	✓
it	✓	were	✓	so	✓	been	—
he	✓	we	✓	some	✓	call	✓
was	✓	when	✓	her	— hear	who	✓
for	✓	your	✓	would	✓	oil	✓
on	✓	can	✓	make	✓	now	✓
are	✓	said	✓	like	✓	find	—
as	✓	there	✓	him	✓	long	✓
with	✓	use	✓	into	✓	down	✓
his	✓	an	✓	time	✓	day	✓
they	— them	each	✓	has	✓	did	✓
I	✓	which	✓	look	✓	get	—
at	✓	she	✓	*two*	✓	*come*	✓
be	✓	do	✓	more	✓	made	✓
this	✓	how	✓	write	✓	may	— my
have	✓	their	✓	go	✓	part	✓
from	✓	if	✓	see	✓	over	✓

(continued)

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Fry Sight-Word Inventory *(page 5 of 7)*

Second 100 Words

new	✓	great	✓	put	✓	kind	✓
sound	✓	where	✓	end	✓	hand	✓
take	✓	help	✓	does	✓	picture	✓
only	— one	through	✓	another	✓	again	✓
little	✓	much	✓	well	✓	change	✓
work	✓	before	✓	large	✓	off	✓
know	—	line	✓	must	✓	play	✓
place	✓	right	✓	big	✓	spell	✓
year	✓	too	✓	even	✓	air	✓
live	✓	mean	✓	such	✓	away	✓
me	✓	old	✓	because	✓	animal	✓
back	✓	any	✓	turn	✓	house	✓
give	✓	same	—	here	✓	point	✓
most	✓	tell	✓	why	✓	page	✓
very	✓	boy	✓	ask	✓	letter	✓
after	✓	follow	✓	went	✓	mother	✓
thing	✓	came	—	men	✓	answer	✓
our	— hour	went	✓	read	✓	found	✓
just	✓	show	✓	need	✓	study	✓
name	✓	also	✓	land	✓	still	✓
good	✓	around	✓	different	✓	learn	✓
sentence	✓	form	✓	home	✓	should	✓
man	✓	three	✓	us	✓	America	✓
think	✓	small	✓	move	✓	world	✓
say	✓	set	✓	try	✓	high	✓

Fry Sight-Word Inventory *(page 7 of 7)*

Third 100 Words

every ✓	left ✓	until ✓	idea
near ✓	don't *down* ?	children ✓	enough ✓
add ✓	few ✓	side ✓	eat ✓
food ✓	while —	feet	face ✓
between ✓	along ✓	car ✓	watch
own ✓	might ✓	mile	far ✓
below ✓	close ✓	night	Indian
country ✓	something ✓	walk ✓	real ✓
plant ✓	seem ✓	while	almost ✓
last ✓	next ✓	sea ✓	let ✓
school ✓	hard ✓	began	above ✓
father ✓	open ✓	grow	girl ✓
keep ✓	example *explain*	took ✓	sometimes
tree ✓	begin ✓	river ✓	mountain ✓
never ✓	life ✓	four ✓	cut ✓
start ✓	always ✓	carry ✓	young
city ✓	those ✓	state ✓	talk ✓
earth ✓	both ✓	once	soon ✓
eye ✓	paper ✓	book ✓	list ✓
light ✓	together ✓	hear ✓	song
thought — *though*	got ✓	stop ✓	leave ✓
head *heard*	group ✓	without ✓	family ✓
under ✓	often ✓	second ✓	body — *both*
story ✓	run ✓	late ✓	music
saw ✓	important ✓	miss ✓	color ✓

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Informal Phonics Survey *(page 3 of 5)*

Informal Phonics Survey

Child's Name_____

Consonant Sounds

S	D	F	G	H	J
K	L	Z	X	C	V
B	N	M	Qu	W	R
T	Y	P			

Consonant Digraphs

Th   Sh   Ch

Consonant Blends in Short-Vowel Words

<u>ick</u>	br<u>ick</u>	sl<u>ick</u>	tr<u>ick</u>
<u>op</u>	dr<u>op</u>	cr<u>op</u>	pr<u>op</u>
<u>ash</u>	fl<u>ash</u>	st<u>ash</u>	tr<u>ash</u>
<u>in</u>	gr<u>in</u>	sp<u>in</u>	tw<u>in</u>

Short Vowels in CVC Words

bit	led	nut	lap	hug
rock	tin	rag	hen	job

The Rule of Silent *W* e

cap	tot	cut	kit
cape	tote	cute	kite

Vowel Digraphs

loaf	beat	sail	need	way
gain	feet	coal	leaf	sue

Vowel Diphthongs

town	loud	boy	threw	oil	law

R-Controlled Vowels and *AL*

tar	hall	sir	port	hurt	fern

(continued)

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Informal Phonics Survey *(page 5 of 5)*

Child's Name ___Lisa._____

	Real Words
Consonant Sounds	23/23
Consonant Digraphs	3/3
Short Vowels in CVC Words	10/10
Consonant Digraphs in Short-Vowel Words	12/12
The Rule of Silent *e*	4/4
Vowel Digraphs sue – saw	9/10
Vowel Diphthongs	6/6
R-Controlled Vowels and *AL* for – tear fern – fear.	4/6
Total	71/74
Alphabet	___/54

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FORM 6.4. Z-Test.

Name _____ Teacher/Clinician _____

Directions. Tell the student you are going to show him/her some pretend words and that you would like for him/her to pronounce each one. Say that all of the words begin with "/z/, like *zebra*." Then expose the words on the student form, one a time. Place a check in the blank under the date of testing if the child pronounces a pseudoword accurately.

Date of Testing	11/22/13			
zit	—	___	___	___
zay	✓	___	___	___
zin	✓	___	___	___
zap	✓	___	___	___
zan	✓	___	___	___
zill	✓	___	___	___
zack	✓	___	___	___
zing	✓	___	___	___
zip	✓	___	___	___
zat	✓	___	___	___
zore	✓	___	___	___
zug	✓	___	___	___
zell	✓	___	___	___
zink	✓	___	___	___
zump	—	___	___	___
zash	✓	___	___	___
zank	✓	___	___	___
zice	✓	___	___	___
zoke	✓	___	___	___
zick	✓	___	___	___
zock	✓	___	___	___
zunk	—	___	___	___

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Z-Test *(page 2 of 3)*

zake	✓	___	___	___
zame	✓	___	___	___
zaw	✓	___	___	___
zide	✓	___	___	___
zeat	—	___	___	___
zop	✓	___	___	___
zot	✓	___	___	___
zuck	—	___	___	___
zight	✓	___	___	___
zale	✓	___	___	___
zail	✓	___	___	___
zest	✓	___	___	___
zain	✓	___	___	___
zate	✓	___	___	___

These words are arranged in order of increasing difficulty, as determined empirically. See J. W. Cunningham et al. (1999).

Informal Assessment of Phonological Awareness
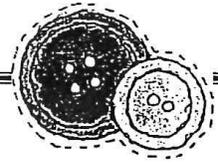
○ D. Blending Sounds in Words (Phoneme Blending)

Circle the words the child correctly identifies

Response

						B	M	E
1.	/b/	/e/	/l/		(bell)	✓		
2.	/r/	/o/	/p/		(rope)	✗		
3.	/p/	/l/	/a/	/t/	(plate)	✓		
4.	/j/	/u/	/m/	/p/	(jump)	✓		
					Total	3/4	/4	/4

E. Segmenting Sounds in Words (Phoneme Isolation)

Circle the sounds the child correctly identifies.

	Item					B	M	E
1.	mat	/m/	/a/	/t/		✓		
2.	cake	/c/	/a/	/k/		✓		
3.	stop	/s/	/t/	/o/	/p/	✓		
					Total	3/3	/3	/3

F. Deleting Sounds in Words (Phoneme Manipulation)

		B	M	E
1.	Tell me what *playground* is without play. (ground)	✓		
2.	Tell me what *cowboy* is without boy. (cow)	✓		
3.	Say *slap* without /s/. (lap)	✓		
4.	Say *map* without the /m/. (ap)	—		
5.	Say /ap/, now add a /t/ at the beginning. (tap)	✓		
6.	Say *make* without the /k/. (mā)	✓		
	Total	5/6	/6	/6

10

Informal Assessment of Phonological Awareness
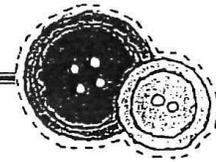
B. <u>Hears Syllables in Words</u> ("Wordness") (continued)

"Say the word and clap the parts."

<u>Item</u>	<u>Response</u>
1. paper	pa___per ✓
2. dog	dog ✓
3. dinosaur	di__no__saur ✓
4. tree.	tree ✓
5. table	ta__ble ✓

C. <u>Hears and Produces Rhymes in Words</u> (Rhyming)

Directions:	"Now, I am going to say some more words. Think of a word that ends the same way, or rhymes. *(does not have to be a real word)* Here is an example: Listen to this word: *man....man.* Can you tell me some words that rhyme with man? *(can, fan, and so on)* *(Students must give at least 2 words for each item to receive 1 point. If they only give one, say "Can you tell me some more words that rhyme with_____?")*

Now, tell me some words that rhyme with:

1. cat   _____ ✓
                      (hat, bat, fat, mat, and so on)

2. eat   _____ ✓
                      (meat, beat, feet, and so on)

3. fin   _____ ✓
                      (bin, in, win, tin, and so on)

Directions: *Begin by saying:*   "Now I am going to say a word that starts with a blend: *play. /p/ /l/ say /pl/.*   We call that a blend. Can you tell me some words that rhyme with play that start with a blend? *(clay, pray, tray....)*   "Now, tell me some words that start with a blend that rhyme with *fry*.

4. fry   _____ ✓
                      (try, cry, fly, dry and so on)
                must use consonant blend, can't use my, by, etc.

Informal Assessment of Phonological Awareness
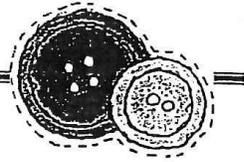
G.   Isolates Initial sounds   (Phoneme Isolation)

Item	Response
1. like	(l)
2. puppy	(p)
3. shop	(sh)

	B	M	E
	✓		
	✓		
	✓		
Total	3/3	/3	/3

H.   Isolates Final sounds   (Phoneme Isolation)

Item	Response
1. log	(g)
2. path	(th)
3. truck	(k)

	B	M	E
	✓		
	—		
	✓		
Total	2/3	/3	/3

I.   Isolates Middle sounds   (Phoneme Isolation)

Item	Response
1. seed	(ē)
2. cup	(ŭ)
3. ant	(n)

	B	M	E
	✓		
	—		
	✓		
Total	2/3	/3	/3

11

Informal Assessment of Phonological Awareness
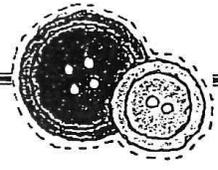
J. Distinguish long and short vowel sounds

Item	Response	B	M	E
1. hop	(short)	✓		
2. hope	(long)	✓		
3. sight	(long)	✓		
4. sit	(short)	✓		
5. met	(short)	—		
6. meat	(long)	✓		
Total		5/6	/6	/6

K. Classification of Categories of Words

Item	Response	B	M	E
1. dog, cat, horse	(animals, pets ....)	✓		
2. taco, pizza, hamburger	food, lunch, things you eat ...)	✓		
3. sister, mom, brother, dad, grandma	family, people, someone in my house ...)	✓		
Total		3/3	/3	/3
Phonological Awareness Total (A-K)		/52	/52	/52

Notes

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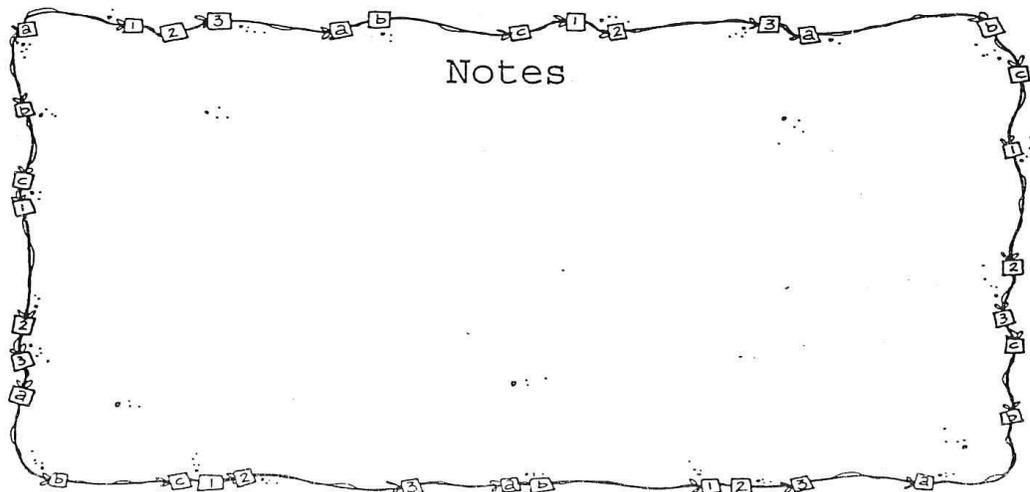
Artifact H

Supporting ELL Writers: Engagement, Support, and Writing On-Demand

Wanqing L Apa, Vanderbilt Peabody College

Supporting ELL Writers: Engagement, Support, and Writing On-Demand

Throughout my practice years as a pre-service teacher to English Language Learners, two students stood out as representatives of the student writers I was working with on a weekly basis: the first was Al (all names are pseudonyms to protect students' privacy), a male student who was so discouraged by school that he refused to put anything down either on paper or in a word document on a computer; the second was Lisa, a female student who would do anything a teacher told her to do to improve her skills, but was so far behind that her classroom teacher had considered special education for her.

ELL students tend to face more difficulties and issues at school. Because of their diverse cultural and linguistic backgrounds, they have to negotiate the differences between home culture and school culture, trying to cross the boundaries of the two very different worlds successfully, which would ultimately contribute to their success at school and in the society (Phelan, Davidson, & Cao, 1991). In addition to the boundary crossing, ELL students also face the frustrations and struggles that their mainstream peers are facing: school work, high-stake tests, social identity, and physical changes as well as emotional responsibilities sprung out due to coming of age. Therefore, student writers such as Al who became disengaged in writing and as Lisa who tremendously needed teacher support are not uncommon in nowadays classrooms.

In a world that strives for educational equity, it is important for us as writing teachers to cultivate ELL writers through combining the reading and writing curriculum with engagement, support, and the teaching of on-demand writing for students to become life-long writers who could also cope with the high-demand of standardized testing.

The Importance of Cultivating ELL Writers

In today's world, writing has become more valued and important than ever before: "The role that writing now plays in the everyday experience of average Americans is unprecedented" (Alliance for Excellent Education, 2007, p. 1). One of the reasons why writing has become a priority in people's daily life is because of the high demand from the work force. According to Gallagher (2011), writing has become both fundamental and a gatekeeper for both employees and employers across the workforce (p. 3). Alliance for Excellent Education (2007) also backed up the idea by stating that "The majority of American employers now consider writing proficiency to be an essential skill that is becoming ever more critical as the information-based economy continues to expand" (p. 1). As a result, writing well for ELL students is like a paved road for them to achieve their personal success, be it to go to college or become a mechanic at an auto store.

As a result of the importance of writing in the workforce, the new Common Core State Standards (CCSS) which promotes college- and career-readiness have also pushed writing to get the most attention: "the standards place a tremendous emphasis on writing… refocus the nation on students' proficiency as writers" (Calkins et al., 2012, p. 102). As a result, the assessments accompanying the CCSS would also place the tremendous emphasis on writing which is done through treating writing as a "vehicle through which a great deal of the reading work and reading assessments will occur" (Calkins et al., 2012, p. 102). In other words, students cannot get by an assessment by just being good at reading, which often occurred during traditional education and assessments which put much greater emphasis on reading (Yancey, 2009; Alliance for Excellent Education, 2007; Calkins et al., 2012).

Thirdly, the benefits of improving writing skills is multi-faceted. Not only would it pave a pathway for ELL students towards their personal success goal through meeting the standards and employer's demands, but also it has a positive influence on their reading skills: "writing instruction improves reading comprehension and that the teaching of writing skills such as grammar and spelling reinforces reading skills. It is also believed that writing about a text improves comprehension (Carr, 2002, cited in Graham and Hebert, 2010, p. 9). Three reasons contribute to the correlation: firstly, reading and writing are both regarded as functional activities that promote learning new material (reading to learn vs. writing to learn); secondly, reading and writing are connected, for they both draw on cognitive skills for accomplishment; and thirdly, writers could gain more insight about the reading materials through creating their own text about the reading (Graham and Hebert, 2010, p. 4).

Therefore, because of the high demands of the work force, the necessity for meeting standards and assessment requirements, as well as the potential of improving ELL learners' reading skills, cultivating effective ELL writers needs to become one of the priorities of a writing teacher.

The Combination of Reading and Writing Curriculum

The demands of writing time and frame are high and complex nowadays in the awakening call of putting more emphasis on writing (Yancey, 2009; Alliance for Excellent Education, 2007; Calkins et al., 2012). Students are encouraged to write to learn, and to learn to write; meanwhile, it is almost a requirement for teachers that "students should be given many opportunities to write, and they should be taught not just a single kind of writing but writing for many audiences, for many reasons, and from many points of view" (Alliance for Excellent

Education, 2007, pp. 4-5). The writing standards across 3rd-12th grade in CCSS also required students to "write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences" (Common Core State Standards for writing). All these aim at cultivating students to become life-long writers who treat writing as a life-long process, and who could write according to different situations (Yancey, 2009, p. 7).

Yet, most schools and students nowadays hardly meet the demands of these researchers and standards (Yancey, 2009; Applebee & Langer, 2011; Alliance for Excellent Education, 2007). School and teachers are unable to provide effective instructions, which in turn result in students' incompetence to fulfill the demands of workplace, academic purposes, and other real-life writings.

Facing the reality, Ray (1999), Gallagher (2011), and Noden (1999) focused on the idea of using mentor text for students to learn from experienced writers about their styles, details that make writing more vivid, and crafts: in order to train our students to become competent writers, we need to have students study what successful writers have to do with their craft so that they will see the possibilities (or more possibilities) of what they could do with their own texts (Ray, 1999, pp. 48 &52). Moreover, students could also "follow" the experienced writers in creating texts by seeing "how the text is constructed" (Gallagher, 2011, p. 20). And by imitating the "masters", students would be able to internalize writing techniques that they could apply in later writing and "in infinite ways" (Noden, 1999, pp. 69-70). Such real-world, authentic models for students would help students learn the important and specific skills required in achieving the high demands of writing nowadays.

Why then, can I not combine the reading curriculum together with writing curriculum? When teaching literature, teachers often teach "reading like a reader", which focuses on getting to know the text well, predicting what will happen, and comprehending what is being read. However, introducing mentor text for us to teach writing also requires us to teach students how to "read like writers"—"to name what they see the author doing and imagine the techniques in use in their own writing (Ray, 1999, p. 115). In fact, when we do some teaching for "reading like a reader", half of the work for "reading like a writer" is already done: often times, we point out literary devices, or author's structures, or author's word choice in a piece of text for students to better understand the interpretive meaning of the text. If we had gone one step farther into teaching the relationship between how the stuents see the author express their meanings and how they could use such way to express their own meanings, our role in teaching students how to "read like a writer" would be done. Moreover, since students are reading and interpreting texts every day in- and out-of school (or at least, we require them to), adding some writing to the reading would achieve what research and researchers are promoting for the "many opportunities to write" and to write "routinely" (Alliance for Excellent Education, 2007; CCSS); and since the readings we require students to do (should) range from informational texts to narrative, to newspaper articles, to graphic novels, asking students to write about them also would create an environment where students write in multiple genres and purposes. Finally, since writing about what they are reading could also improve their "readerly skills" in comprehension (Graham & Hebert, 2010), it is a win-win strategy for teachers to combine reading and writing curriculum together.

Means for Increasing Student Engagement

For students, especially ELL students, bridging the gap between the home and school cultures is essential for their success (Phelan, Davidson & Cao, 1991). It is equally important, if not more important, to link student's different worlds in creating the writing assignment for maximum engagement: ""learning to write involves not only learning the processes of inquiry, drafting, revising, and editing but also a web of relationships between a child and her peers, home life and the wider culture, or a child's culture and that of the school" (National Writing Project & Nagin, 2006, p. 29). Townsend and Fu (2001) told the story of a Laotian refugee student who enjoyed a moment of success when she was asked to write about her personal experiences and stories in the first few weeks of school: "Paw was exhilarated by the opportunity to write about what she knew and had experienced. There seemed to be a chance that people would begin to know her and that she could find her voice. In her writing, she was finally able to begin reaching out" (p. 107). Unfortunately, in Townsend and Fu's story, the situation did not last long, and soon Paw became defeated and was unable to keep up with the feeling of success. What we as writing teachers need to do, then, is to provide the continuing opportunity for students to be able to link their experience and home culture into the school life.

Gallagher (2011) provided some neat ideas for writing prompt that connect students' home culture to school life. Specifically, I like his idea of bringing in a family photo for a piece of reflective writing (pp. 50-52). The reason why I like it is two-fold: firstly, having students write a reflective piece from what they treasure is highly engaging, prompting students to tell their own experiences related to that picture; secondly, a family picture would always reflect some "family funds of knowledge" (Moll et al, 1992), be it a family member that carries great wisdom, or a family tradition that is unique to the student. As a teacher, I could always use what

I learn about students' cultures from students' writing to create new curriculum and lesson plans

to help students bridge the gap between home and school cultures. Another idea of Gallagher's

that I love is an informative piece for students' favorite words. For ELL students, this practice

not only helps them learn how to do research and how to write an informative essay from their

own favorite choice, but also would help them gain insights about the history of the words that

they like the most, thus incorporating the study of etymology into the classroom as well. Since

most dictionaries have thesaurus or, at least, synonyms or antonyms for the target words,

students would also be able to acquire new vocabulary. Moreover, doing research about words

could also increase student's ability in asking references to find word meanings, which is an

important strategy used during independent reading.

Another way to increase engagement is to make good use of students' heritage

language(s). Linguists and researchers have long argued that using student's heritage/native

language(s) would increase student's success as well as acquisition of the English language at

school (Cummins, 1979; Lucas & Katz, 1994; Ramirez, 1994; Herrera et al., 2007). Contrastive

rhetorics (Kaplan, 1966) also suggest that the western "English" logic pattern is different from

those of the other cultures'. Therefore, teachers could make use of students' home language and

composition pattern to conduct an engaging "comparative study" of the two languages, raising

metacognitive and metalinguistic questions about the process of writing. Students would also

learn how to shift their voice and thinking pattern according to different audiences if the teacher

makes explicit the differences in this topic.

With engagement that makes good use of students' home culture and heritage language(s),

reluctant writers such as Al in the beginning of this article would be motivated to think, and

transcribe his/her thoughts for everybody to share.

Means for Support

ELL students may need extra support during their composition. In Lisa's case, support is especially important because she already had the motivation to write, and yet lack the linguistic ability to succeed in school writing. If the pattern of non-success continues, her motivation would finally be demolished. The use of mentor text, as discussed above, is one way to support students, since students could be imitating, learning the crafts, and following the structure to perfect their own craft of writing. Other ways, such as staged writing prompts, teacher modeling with think-aloud, and writing conferences are also effective strategies for teachers to use to support their ELL writers.

Gallagher (2011) used the staged writing prompts to support his students' writing process from a short six-word memoir, to a complete reflective piece (pp. 25-29). Although shorter pieces do not mean linguistically less-challenging, they do appear to be less imitating to students who are new to the English language. Moreover, through the process of building words into a sentence, a sentence into a paragraph, and a paragraph into a complete piece, students learn how smaller units are combined to achieve a greater and more complex unit, and the connections and logic in between each unit. During the process, sentence starters (Gallagher, 2011, p. 37) would also be a great way of supporting beginning level ELL students, and provide a safe environment for them to practice their writing skills.

In addition to staged writing prompts, Gallagher (2011) emphasizes on teacher modeling, calling it the "one that stands far above the rest [of the strategies over the years] when it comes to improving my students' writing: the teacher should model by writing—and think out loud while writing—in front of the class" (p. 15). Firstly, by modeling out loud to students, teachers could

show their own process of writing like how they approached a topic, what they were thinking

when they transition, and how certain word choice would affect the entire meaning of the piece.

Teachers could also show that they themselves do also struggle with a piece of writing—and that

is the second important reason for why teachers need to model in front of the students: normally,

students see teachers as a master, one that knows everything but also does not know how and

why they struggle; they cannot connect to the teacher. However, by modeling writing, the

teacher could show students the fact that they also struggle with writing when writing promptly,

and that what counts the most is how to tackle the problems encountered. Better, the teacher

could have students hold a small discussion after the modeling to discuss how the teacher solved

the problem, why she did it, and whether there were other ways to get to the same place.

The discussion held after modeling, then, could be called a whole-class writing

conference where students come together and discuss a certain strategy used during composition.

What is more effective, then, is for teachers to have one-on-one writer's conference with the

student and discuss about the writing process and what the students are writing: "the writing

conference conversation has two parts to it-the first, in which we talk with students about the

work they're doing as writers, and the second, in which we talk with them about how to

become better writers" (Anderson, 2000, p. 25). Specific ways of conferencing with students

are delineated in Anderson's piece, but what I think teachers need to keep in mind throughout the

conference is that they need to put students and their work to the center of conferencing: we are

conferencing to help our students write a better piece of *their own*, instead of what we want them

to write. Therefore, when we ask questions to students during conference, either to expand their

writing into more details (Lane, 1993), or to clarify whether a unconventional grammar point or

organization was intentional (Spandel, 2013), we need to make sure that students are answering

those questions because they are in hold of their own writing, not because they think that is what the teacher wants to hear.

As teachers, however, we need to explicitly teach students how to talk and communicate in a writing conference: "there are reasons why students don't talk much in conferences, especially when we confer with them in September… they hadn't yet had a chance to learn how to talk about their writing with a teacher" (Anderson, 2000, p. 82). To make the conferencing work to its maximum effect, we could teach students how to conference with the language of six-traits (Spandel, 2013) to talk about aspects and elements of their writing, and image grammar to go in deeper details about students' specific sentences and moves to get the piece more vivid.

Writing On-Demand

One of the realities that students need to face is standardized testing. Even in the time of CCSS where students' abilities and skills are supposed to be focused on college-and career-ready, standardized testing that comes with it has put students and teachers in uneasiness. In fact, it is exactly what is going to be tested for CCSS that have caused calls of attention.

In terms of writing, standardized testing comes into the form of on-demand writing (Gere, Christenbury & Sassi, p. 2). On-demand writing is a different form of writing, because there is nearly no time for students to think the questions through and make a draft, let alone proof-reading and have multiple drafts; students need to "write effectively within a narrow window of time" (Gere, Christenbury & Sassi, p. 2). Moreover, students cannot choose what topics they want to write, and usually the topics given on a standardized test are generalized, mainstream questions that may even marginalize some of the new-coming ELL students; students also write to strangers, and they are not allowed to share their thoughts or help each other out when they are

stuck (Spandel, 2013, p. 396). Every aspect of on-demand writing is intimidating and stressful

for students, especially for ELL students, who may lack of the linguistic ability to both interpret

prompts just made for on-demand writing and to compose a complete article in a short time

period all by him/herself.

Because on-demand writing is so important, yet so different, teachers to ELL writers

need to pay special attention to it, and teach on-demand writing as a separate genre for students'

success: they need to learn how to "prewrite on their own, how to 'read' prompts, how to write

for an audience of strangers, and how to use their precious time wisely" (Spandel, 2013, p. 396).

Successful prompt "reading", specifically, is one of the most important aspects of on-

demand writing. In my own experience, my ELL students spent quite a large amount of time

trying to decipher the prompt on standardized tests, which left them little, if any, time to write

the actual piece. Some of them just stayed forever at the prompt stage, not knowing what to do.

Therefore, teachers should explicitly teach ELL writers how to effectively unpack the writing

prompt on a standardized testing, making the first step towards successful writing on-demand.

Gere et al. (2005) suggested teachers teach the rhetorics of prompt and rhetorical analysis of

prompt (p.66) through questioning to students in different forms of writing genres, which focus

on "topic or claim, audience, purpose or mode, strategies and role", and which would "enable

students to discern what is required of them (p. 88). Spandel (2013) also delineated a vivid

"audience of strangers" for teachers to teach their students for audience expectation, which

would probably also invite some laugher to this stressful topic: a tired reader with pressure, and

"longing for a paper that 1)states the main idea clearly and boldly, right up front, and 2) treats the

reader to a moment of voice that allows a precious mental break" (p. 399). Meanwhile, teachers

also need to make some subtle details visible to students lest they do not know how to make

good use of during testing: details such as the couple pieces of paper handed out to them for

drafting, or that they could actually use some graphic organizer skills to arrange their thoughts.

Except for teaching the specifics of on-demand writing, teachers also need to listen to

students' comments and experiences with on-demand writing to gain more insights about what

strategies to teach to certain students about on-demand writing. Moreover, we should also keep

in mind that in grading students' on-demand writing papers, we treat them as how they are—not

the ones that students have interests in the writing prompt, nor the ones that they actually had

time to go through the entire writing process for multiple drafts (Spandel, 2013, p. 388).

Conclusion

Writing has become so important and demanding nowadays that whether our ELL writers

could become mature writers or not would influence their future personal success. Being the

writing teacher of these special linguistically and culturally diverse students, we need to realize

our roles of supporting our students' writing to their full bloom and cultivating our ELL writers

to be both life-long writers and writers that could cope with standardized, on-demand writing.

Through effective and sufficient strategies for students' engagement, support, and teaching on-

demand writing in a comprehensive curriculum that combines both reading and writing, teachers

of ELL writers could encourage their students to write their pathways to success.

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Artifact I

Assimilationist or Pluralist: Language Policies and Multilingualism

Wanqing L Apa

Peabody College, Vanderbilt University

Assimilationist or Pluralist: Language Policies and Multilingualism

As a traditional immigration country, the United States has attracted, and still is attracting, millions of immigrants each year with its immigration history, seemingly open and free cultural environment, advanced education system, and equal human rights propaganda. Each flow of immigration brings about new cultures, languages, and heritages, which makes the American society a diverse cultural amalgam. It is essential for us educators to know how America as a country treat the immigration trend, whether it takes an assimilationist view where everybody is melted into the "melting pot" America, losing their own identities, languages, and cultural heritages; or a pluralist view where everyone contributes as a part of the "salad bowl" America, making the country diverse by their different cultural experiences, linguistic discourses, and social interactions.

Perhaps the fastest way to examine the attitude by the country and its people is to look at language policies passed towards linguistically and culturally minority groups, because "language is a powerful symbol of community membership, and language is used to frame ideological discourses about the nation itself" (de Jong, 2011, p. 125). Therefore, by looking at language policies, one could peek into a society that takes either diversity or conformity as community membership, as Schmidt (2000) stated "federal and state language-in-education policies throughout American history have simultaneously reflected pluralist and assimilationist tendencies" (as cited in de Jong, 2011, p. 124).

Looking from a historical perspective, the tendencies are not a straight up-or-down linear, but rather a pendulum swinging back and forth between pluralist and assimilationist views based on economics, immigration rate, and social and governmental views on US as a nation. In my opinion, five laws and policies have been of great importance to the education for linguistically and culturally minority students: Lau v. Nichols (1974), Castañeda v. Pickard (1981), Bilingual Education Act (BEA) and its several re-authorizations, the No Child Left Behind Act (NCLB), and the English-Only Ballot.

The Lau v. Nichols (1974) and Castañeda v. Pickard (1981) have laid the foundations of the special education for English Language Learners. The court ruling of Lau v. Nichols (1974) case acknowledged the unfair treatments that students with limited English proficiency were facing in education solely because of the incompetency of the minority students. According to Garcia (2005), this court decision was a "landmark", because it indicated that "Limited-English-Proficient (LEP) students must be provided with language support" (p. 77). The Castañeda v. Pickard (1981) decision followed up on the Lau v. Nichols (1974) decision by evaluating a school's ELL program through effectiveness of the professional ESL specialists as well as the whole curriculum, thus defining "for the first time what criteria the courts

would apply to determine that districts had taken affirmative actions to meet the needs of limited English proficient students" (de Jong, 2011, p. 139).

The passing of the BEA acknowledges the existence of English Language Learners, and has put "federal intervention" (de Jong, 2011, p. 135) on the Limited English Proficiency students. However, I do not argue that the BEA was more of a pluralist view, since it did not set out a clear plan for bilingual education, but has put it into the state governments' hands by allocating funds. Similarly, the re-authorizations of 1974 and 1978 were more towards a neutral stand, since they could be interpreted for either additive bilingual programs or reluctant bilingual programs. The re-authorizations 1984 and 1988 were actually more towards assimilationist than pluralist, because they focused "on English language acquisition, quick mainstreaming into all-English education, and funding for nonbilingual programs" (de Jong, 2011, p. 137). Only the 1994 reauthorization of the BEA was a real pluralist view because "it funded bilingual programs aimed at language maintenance and development and focused on content as well as language and literacy development" (de Jong, 2011, 137). The main argument here is the purpose instead of the means: the 1994 re-authorization had a clear goal for bilingual programs, which is to preserve and maintain different languages. Pluralist views see every language origin and value as important and beneficial, instead of favoring one to another (English to another non-English language). Therefore, although BEA and all BEA re-authorizations have all focused on LEP students, the aims were different, making them either ambiguous legislations, assimilationist legislations, or a true pluralist legislation. Seeing from this perspective, the two court decisions mentioned before, although having laid out the foundation of ELL education, could not count as assimilationist decisions either, because they did not address any detailed plan or criteria for the ELL education, nor did they view a minority student's language and culture as additive resource instead of a problem to social equity.

The English-only and NCLB go hand in hand in the way that they limit culturally and linguistically minority students to attain education to their own good. The English-only ballot requested that all classroom instructions be in English only, and the usage of native languages of the students are limited. The NCLB, although originally intending to "ensure that all children will meet grade level expectations by 2014" (de Jong, 2011, p. 142), which sounds promising for ELL students. However, the re-allocation of funding for ELL into other fields has greatly affected the establishment of and research on bilingual education. Moreover, several standardized testing as well as objectives required for students and ELL students have "instituted an unfair and punitive testing regime that has been particularly hard on ELLs" (de Jong, 2011, p. 143). Both English-only and NCLB have aggravated ELL educations in the nation, taking an assimilationist view that "monolingualism in English is a prerequisite for national unity", and by seeing that "lack of English language proficiency is the cause of school failure for language minority

students", both policies see language as a problem which needs to be eliminated and implemented with the "national language", English (de Jong, 2011, p. 144).

At a state level, the earliest court decisions on Lau v. Nichols (1974) and Castañeda v. Pickard (1981) have required Tennessee to implement an ELL/ESL program to facilitate English language learners. However, since Tennessee has adopted the English-only policy where English is appointed the language for classrooms, the usage of minority students' native language is minimal. Combined with the numerous testing system and evaluation system implemented by NCLB, the academic achievement of ELL students are at stake. On the website of the Tennessee Department of Education where educators, students, and parents find useful resources for school, it is clearly stated that "Tennessee is an English only state; all assessments are provided in English only. We do not offer any of our assessments in a Native Language format" (Office of Assessment Logistics, para. 3). Such policy disregards minority students' language needs in high-stake state tests, resulting in what has happened "during the early 1900's" where immigrant children were misplaced in either special education services or lower grades despite their average cognitive abilities. Such misplacement has caused, and would still cause early drop-outs of language minority students because the misplacement would potentially lower their self-esteem and self-expectation, as the National Research Council (1997) has pointed out that "one-third of Hispanics and two-thirds of immigrant children drop out of school" (as cited in Garcia, 2005, p. 77).

As a future ELL teacher, by examining the historical language policies in the United States, I see a pendulum going back and forth between assimilationist view and pluralist view; I also acknowledge that assimilationist point of view seemed to have taken a majority of the court decisions, if strict definition and close scrutinizing of the decisions were applied. In most cases, socioeconomic and political issues have had more to do with the policies than the mere welfare of the language minority students. Historical records have not seen a positive result on the assimilationist-sliding language policies, as Garcia (2005) mentioned that even "policy makers understand that American education is not a successful experience for these students" (p. 77). I propose a pluralist view, therefore, by reinforcing the 1994 re-authorization of the BEA and treating language as resources to linguistically minority students. By implementing bilingual and multilingual education in classrooms, instructors can take the best advantage of students' L1 for instruction, clarification, and problem identification and solution, helping students meet the standards proposed by the state and federal governments in assessments. Only by seeing students' native language as an additive language source to their education can we as educators help minority students succeed and excel in a land that they and their parents see as a free, equal, and opportunity-loaded nation.

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Artifact J

Glencliff High School: Getting Around the English-Only Policy for ELL Students

Wanqing L Apa

Peabody College, Vanderbilt University

Glencliff High School: Getting Around the English-Only Policy for ELL Students

Nearly every pluralist ESL teacher would agree with me that it is essential to conform to the four Principles of Language Policy in Education, namely, the "Principle of Educational Equity", the "Principle of Affirming Identities", the "Principle of Promoting Additive Bi/Multiculturalism", and the "Principle of Structuring for Integration" (de Jong, 2011, p170). A harmonious and thorough integration of these four principles would be very beneficial, both academically and psychologically, to the development of minority ELL students in an English dominant class, because it "turns… attention to how policies and practices reflect respect for their linguistic and cultural diversity and how they are treated as bilingual and bicultural individuals" (p. 172), it affirms minority students' "sense of self…through their interactions with teachers", and "apply themselves [the minority students] academically and participate actively in instruction" (p. 175), it promotes minority students' bi/multilingualism and bi/multiliteracies which "have been linked with high future aspirations, better mental health and family relations, better social integration, more cognitive benefits, and high academic achievement" (p. 177).

Although a perfect integration in a school setting of the four principles is the most desirable outcome for a school setting in which minority students are getting education, a teacher can only carry out the principles so far. Because "language policy processes are multilayered and socially constructed by individuals involved in policy implementation" (p. 168), it would require the effort of teachers, educators, the school, the district, and ultimately the state and federal government to carry out a continuous and coherent language policy. However, because each person holds different ideologies and beliefs, the mentality for implementing certain principles may not be the same from level to level, or even individual to individual: "because language policies are developed at several levels, including the district, school, and classroom levels, decisions that individuals make at each level may not be in agreement with one another, and as a result, implementation may be inconsistent" (de Jong, 2011, p. 103). Moreover, if a certain mentality reaches a level that is high enough, for example, at a state level, and that the language policy has become a law, it is hard for the lower levels to implement some principles that are not in accordance with the higher order. For example, it is theoretically illegal to establish a bilingual school under an English-Only state, say, Tennessee. Therefore, a truly pluralist implementation of perfectly blended principles as de Jong defines would be impossible. I argue that schools

under such situation should still try to carry out the principles as much as possible, while making efforts to get around the English-Only regulation, in order to balance "the four principles together to achieve educational equity for all students, including multilingual learners" (p. 181)

The shift of language program evaluation from "advocacy-based" to the "process that could help explain the positive outcomes of effective schools or programs" (de Jong, 2011, p. 160) tells us that it is essential to analyze successful schools instead of purely scrutinizing theories and researches in search of an answer to the question. In this case, I am going to analyze the policies that are implemented both on a school level and in a classroom level that I have observed in Glencliff High School, a highly diverse high school in Nashville, Tennessee, which gained Annual Yearly Progress along with other five schools in the city last year. During the analysis, I would like to use the four Principles of Language Policy in Education as a framework to explore the nature of each policy and action in the school and classroom, and demonstrate how Glencliff High had been trying hard to get around the state English-Only policy and create a more language-as-resource oriented classroom and school. At last, I would like to give some suggestions that might be helpful in further promoting the four principles to achieve minority students' equity in education.

Glencliff High School is "the most diverse school in Tennessee," featuring "forty-six to forty-eight countries every day" and "twenty-six to twenty-eight languages spoken" by the students (assistant principal, October 19th, personal communication). Among nearly thirteen hundred students, 0.3% are American Indian or Alaskan, 7.0% Asian, 30.4% Black/African Americans, 35.5% Hispanic/Latino, and 26.8% white. There is also a remarkably high percent of Kurdish and Egyptian population. Among the diverse community, 20% of the students are English Language Learners. Following such unique demographic is a not-very-common school model that the school has adopted: the Academy School model. Altogether, the Ford Academy of Business, the Academy of Environmental and Urban Planning, the Academy of Hospitality and Marketing, and the certified program of the Academy of Medical Science and Research make up the entire school, making it look like a mini community college.

To address the complicated issue of a unique school model, Glencliff High has adopted a seminar-like "Freshman Academy" which prepares the students for their choice of academies provided at school in the 11th grade. This program is only provided to first-time 9th grade

students, and holds strong intervention plans for each student through seminar or AVID, a program that aims to prepare first generation college students (those who go to college with none family college education histories). Although the Freshman Academy, aiming at helping every student, including ELL students to achieve academic success in their academy model years later in high school, a larger problem remains: faced with such a large and diverse ELL population with different English proficiency levels, how can one address *every one of their* special needs under a subtractive English-Only policy and a peak period of implementing the new demanding Common Core Standards, thus achieving the school motto "Supporting, Challenging and Engaging all students, every second, every block, everyday" (Assistant Principal, October 19th, Personal Communication)?

School Resources and Decorations

Upon entering the school, I was led to the main office to wait for the principal. While in the main office, none of the observation team could help but notice an entire desk with information brochures and flyers about community services, legal issues, and college advertisements etc. in both Spanish and English. Afterwards, as we were walking through the cafeteria to get to the other side of the building, I noticed a wall with a large scale painting featuring food and ingredients dressed in different costumes of a diverse culture and countries.

It might seem to be trivial for some people that I have noticed such details as school resources and decoration to make a language policy statement, however, together with the school motto, the resources and decorations set up the main tone of the school attitude in reflecting the Principle of Educational Equity: "in its broadest sense, equity affirms the equal moral value of all human beings and promotes respect for human rights… this moral value 'is the foundation of freedom, justice and peace in the world'. Educators who apply the Principle of Educational Equity create school environments where each individual feels valued and respected" (p. 171). By providing information in both languages and publically demonstrating the diversity in school, the administrative level explicitly and implicitly shows students, both mainstream and minority, that it values everybody's language and cultural background. The Principle of Educational Equity is an "overarching principle" (de Jong, 2011, p. 170), setting a basic tone for school policies and attitudes towards bi/multilingualism at the school level.

ESL Models, Staff, and Language Model

There are altogether two programs for ELL students according to their fluency level: ISTP Program for the students who have got a zero percent on their ELL entrance placement test and ELL program for other ELD levels. In the ISTP program for students who have no previous English language knowledge at all, a certified ESL teacher teaches or co-teaches EVERY subject that the students. There are always what the principal called the "Basic Interventions" that the faculty members always find themselves in in helping the newly arrived minority students, because being in a new educational system with no proficiency in the societal language, students in the ISTP program always face the problems of a complicated school bus schedule and how to navigate through school, walking to and from classes in a short time between classes to catch up on another class on the end of the hallway. The ESL program for other ELD levels features only two out of eight classes that ESL students would have together, and have the rest six of the classes together with the mainstream classroom. Except for these two major programs for ELL students, individualized program to meet different student needs are also encouraged and carried out to perform a more student-centered and more tailored study plan for the student.

Such student-tailored programs are possible because of a high trained teaching team in ESL endorsement. There are twenty ESL certified teachers in Glencliff High, all teaching regular subject matters and contents to mainstream students too, according to their specialty. Therefore, although Glencliff High's ESL programs may look like pull-out programs that intend to segregate ESL students from mainstream students, students at other ELD levels actually participate for most times in a mainstream classroom with an ESL endorsed content area teacher. Therefore, an invisible sheltered program is taking place without the ESL student knowing it. Even for students who are in the non-English knowledge experience ISTP program, their pull-out program is still content-area centered, and sheltered when one ESL teacher co-teaches with a content area teacher to address the class alone.

As far as I am concerned, the pull-out program and relative "isolation" of beginner English Language Learners is necessary for their academic and linguistic development, because learning together with other similar level proficiency ESL students reduces the tension internally for a low level English proficiency student. In contrast, the program for other ELD levels tends to be more integrated than usual ESL programs at other schools: the invisible sheltered classes

that puts ESL students together with other mainstream students under the instruction of a content area teacher trained in teaching ESL students also. Such invisibility serves two ends. Firstly, ESL students would not feel that they are positioned in a segregated class because of their "language proficiency", thus preventing them from the conception that their heritage languages are a deficit. Secondly, the ESL endorsed subject matter teachers would be able to identify problems associated with specially ESL students much faster than the non-endorsed content area teachers, thus giving more proficient and authentic feedbacks to ESL students in adjusting their learning process.

The ESL programs at both levels demonstrate Glencliff High's effort in the Principle of Structuring for Integration, which could booster the relationship between ESL students and mainstream students as well as increasing a sense of "membership" in ESL students through the integrated activities they share with the mainstream students: "students integration through small group work…can contribute to the development of positive intergroup relationship between language minority students and language majority students, helping to break down stereotypes and develop positive attitudes among the students towards both language and language groups" (de Jong, 2011, p. 179). Indeed, such integration would be beneficial for both mainstream and ESL students in developing a pluralist view for cultural and linguistic diversity.

Classroom:

In the classroom level, the Principle of Affirming Identity and an effort in pushing the Principle of additive bi/multilingualism under an English-Only policy were even more visible. I went into a pull-out reading/English Language Arts class which is consisted only with Spanish speaking students. The teacher was a bilingual ESL teacher who decorated her class with different items from different cultural backgrounds, with a major emphasis on Hispanic cultures. During the class, she would also use some of the decorations as demonstration for students to relate to their own heritage culture.

The content of the class was "figurative language", which was very grade-level appropriate, however difficult it was apparently for the ESL students in the class I was observing. The language of instruction, by law, was English, but the teacher used vivid gestures and facial expressions to explain some hard concepts such as the word "harrowing". Moreover, the teacher

grouped students together according to their English proficiency levels that was demonstrated in the research by Lucas and Katz (1994): in a group, there was always one that was almost fluent in English and could grasp the concept faster than other group members. Later in group work, the more fluent student would function as a little tutor and help the other students with less English proficiency. Throughout the class, use of Spanish was encouraged. At one point of the class, I could hear the teacher instructing the students to "translate if needed" (personal communication, October 19th, 2012). Such encouragement in translation not only sends a message to the ESL students that their native language is valued during classroom, which is hard to see probably during their other encounters with the mainstream society because they are always "taught to privilege particular kinds of academic discourse above all others" (Martinez et al, 2008, p. 421), but also, it develops a "meta-linguistic awareness and showcase their ability" (Martinez et al, 2008, p. 421) as well as demonstrate to the minority students "sociocultural perspectives that view everyday language practices as valuable cultural resources or *funds of knowledge* that can be built at school" (Martinez et al, 2008, p. 422).

The encouragement for native language use and translation between English and Spanish shows the teacher's effort to conform to the Principle of Affirming Identities and the Principle of Promoting Bi/multilingualism under a subtractive language policy in a larger scale (English-Only in a state level), because the teacher leads the ESL students to think how their languages "are made visible in the school and how they are used as resources for learning" (de Jong, 2011, p. 177). Such process encourages students to value their native languages, and use their native languages as an asset in their academic learning.

Meeting the Common Core Standards

Assessments have been high stake ever since the implementation of No Child Left Behind act. They have been of particular interest for recent years because of the movement of adopting the Common Core State Standards (CCSS), which advocates that "expectations are the same for all students, regardless of their backgrounds or where they live" (Rothman, 2011, p. 178). CCSS has intentionally or unintentionally left out ELL learners, which failed to address ELL students' special needs in instruction. Glencliff High School, in tackling this problem, is breaking down the CCSS and comparing them to the current ESL Standards in order to guide teachers how they should prepare the ESL students for taking the same curriculum and

assessments under the new CCSS. Moreover, the school has also brought in experts and head teachers of the CCSS to give lectures to ESL teachers on how to incorporate CCSS in ESL instruction. All these efforts shows the school's administrative efforts in meeting the Principle for Educational Equity that, even the Principle is somehow imbalanced in an upper level, the school makes every effort to strike the balance back.

During my observation, the effort of Additive Bi/Multilingualism is the least obvious for me. Although it is understandable that under an English-Only environment, programs that carry out the most benefits of additive bi/multilingual immersion is almost impossible, I still feel the need to educate both minority students and mainstream students about the heritage languages spoken at school. Administrators and teachers could use activities like "Little Language Teachers" to have the minority students work in groups and carry out some language lessons for mainstream students. Even a composition wall of different languages could serve, to some extent, to promote mutual understandings between the mainstream students and the minority students as well as among the minority student groups themselves. Moreover, a language class that is tailored for native speakers of the targeted language, which counts as a "foreign language class" in the US, could be implanted school wise as electives for some major languages such as Spanish.

Glencliff High School, with such a diversity and large number of English Language Learners, has achieved excellence in academic area through conforming to the Principles of Language Policy in Education, together with a genuine care for students' academic, cognitive, and psychological development. While Glencliff High School serves as a model for implementing a somewhat pluralist approach under a tight language policy at a state level, more efforts await to be done in order to close the gap between the minority students and the mainstream students, to make the school become "a social context in which the language minority students' language and culture is 'legitimized', and these students gain the 'right to participate' on a level equal to the majority language students" (Kirk-Senesac, 2002, p. 99), thus achieving a genuine educational equity for *all* students.

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Artifact K

COMMUNTY WELCOME LEARNING SUITE

WANQING L APA, ENED 3100, PEABODY COLLEGE

INSPIRED BY…

o Iddings (2009): Bridging Home and School Literacy Practices: Empowering Families of Recent Immigrant Children

o Target Group: New coming Latino immigrants at the elementary school and their families

o Purpose: a place where recent immigrants, their families, teachers and community numbers "hangout" for literacies development TOGETHER.

o Framework: Funds of Knowledge; Freirian Oral tradition of literacies and dialogism

o Attracting parental involvement for students' learning as well as in getting to know the American education system

HOW I PICTURED THE CENTER

Book-shelves

couch

Painting/Student Works

Refrigerator

tables

door

Autodesk® Homestyler®
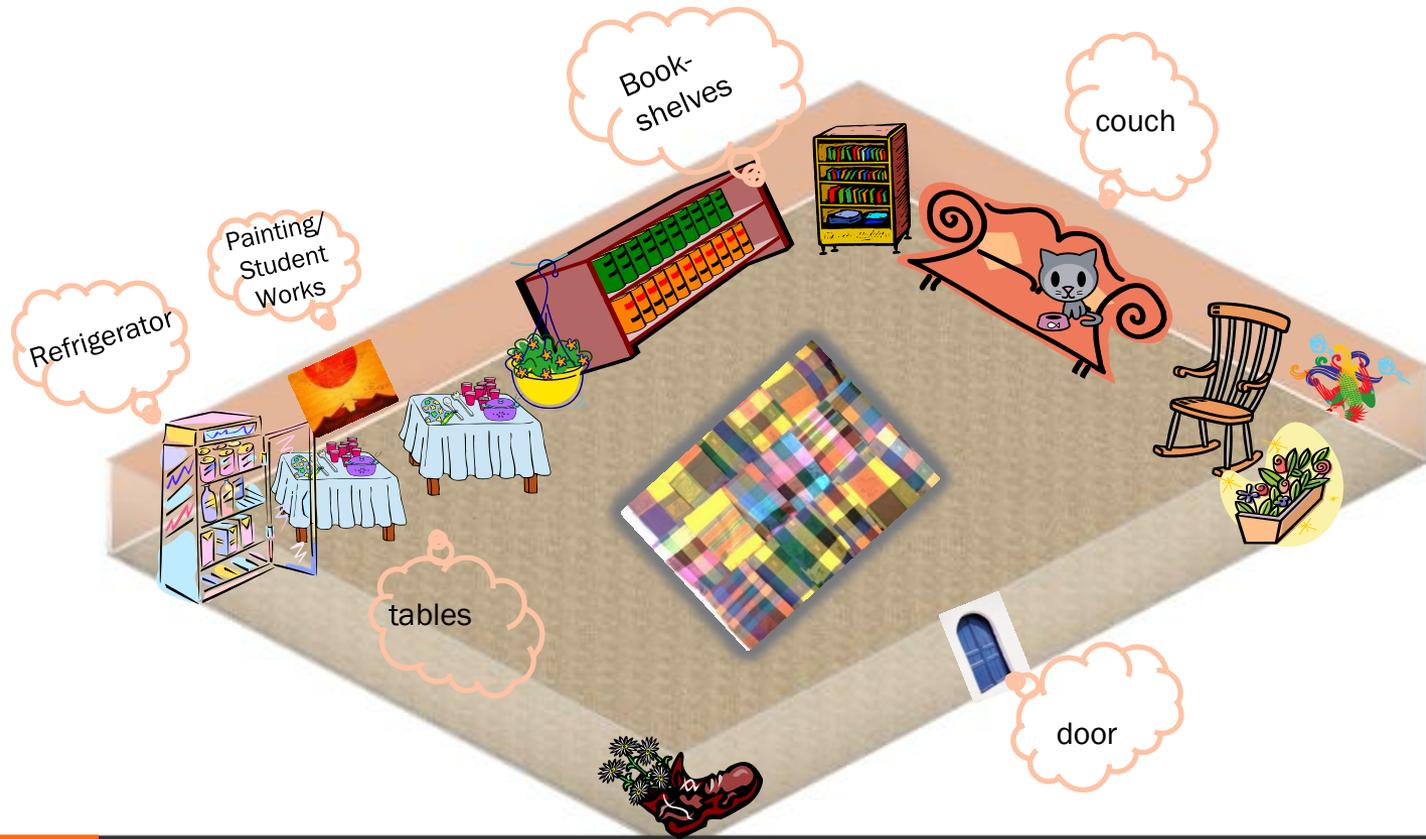
WAIT! DOES THAT MEET ALL NEEDS?

o   How about more rooms？

o   What if I am serving people from different cultural backgrounds? Will all of them like the informal style?

o   How can we develop our target group's <u>digital media literacies?</u>

o   How about connecting the families of mainstream and minority communities?

o   Can we combine the resource center together with the learning center?

o   How can we make the entire design more family-friendly?

A LEARNING SUITE

Student/Family Resting Area (bunk beds)

boys restroom

girls restroom

Door

Study Room

Student Gallery

Living Room

School Nurse & Doctor (Vending Machine)

Computer/Video Gaming Room

kitchen

Dining Room

WHAT'S DIFFERENT?

Services/Facilities	Idding's Center	Apa's Suite
Room	One-Roomed	Suite w/functional Rooms
Wireless	N/A	Yes
Kitchen Area	Yes	Yes
Formal Study Area	No	Yes
Resting Area	Area w/Hammock	Room w/Bunk Beds
Computer/Gaming	No	Yes
Student Gallery	On the Wall	Gallery
Medical Support	No	Yes
Vending Machine	N/A	Yes

LIVING ROOM

DOOR

Autodesk® Homestyler®

- o Reception Desk at the door for registration and records
- o Bulletin Board on the wall for upcoming events, suite hours, school schedule, and relevant immigration resources
- o Two different styles of cooperating areas catering different teamwork styles
  -Casual with couch
  -Semi-Formal with round tables
- o Artifacts that the families bring in
- o A Convertible movie project and screen for social/cultural movie nights with family

ACTIVITIES IN THE LIVING ROOM

o Cultural Friends

-Each new coming immigrant family would pair up with another "old" immigrant family, as well as a mainstream family

-The three families would set up meeting times at least once per week to exchange opinions and obstacles about their children's education. The "old" immigrant family could explain or translate further about American school system to the new coming family

-The families could negotiate about the style of the meeting and go to different areas in the living room for group discussion

o Friday Night Movie Night

-All families nominate their family tradition movie to the committee, and each week, one movie is played

-After the movie, the attendants would break up into groups (a mixture of mainstream, "old" immigrant, and new coming immigrant) and discuss the value and cultural aspects of the movie; the committee would generate some questions

COMPUTER/VIDEO GAME ROOM

o   Activities in the Computer/Video Game Room

League of Legends

-Meeting a lot of Learning Principles by Gee

-Use of students' L1 (the gaming can be played in 9 languages)

-Generate your own dream champion and write a lore for him/her (Writing Workshop)

Video Game Proposal

-Recommend the video game you want to play, and write a proposal to justify your reason using the Learning Principles

iMovie & Other Software Workshops

o   The Computer/Video Game Room will be equipped with half PCs and half Mac Desktops.

o   Printers and a bookshelf of game design, software design, and other computer- and technology –related books will be available.

STUDY ROOM
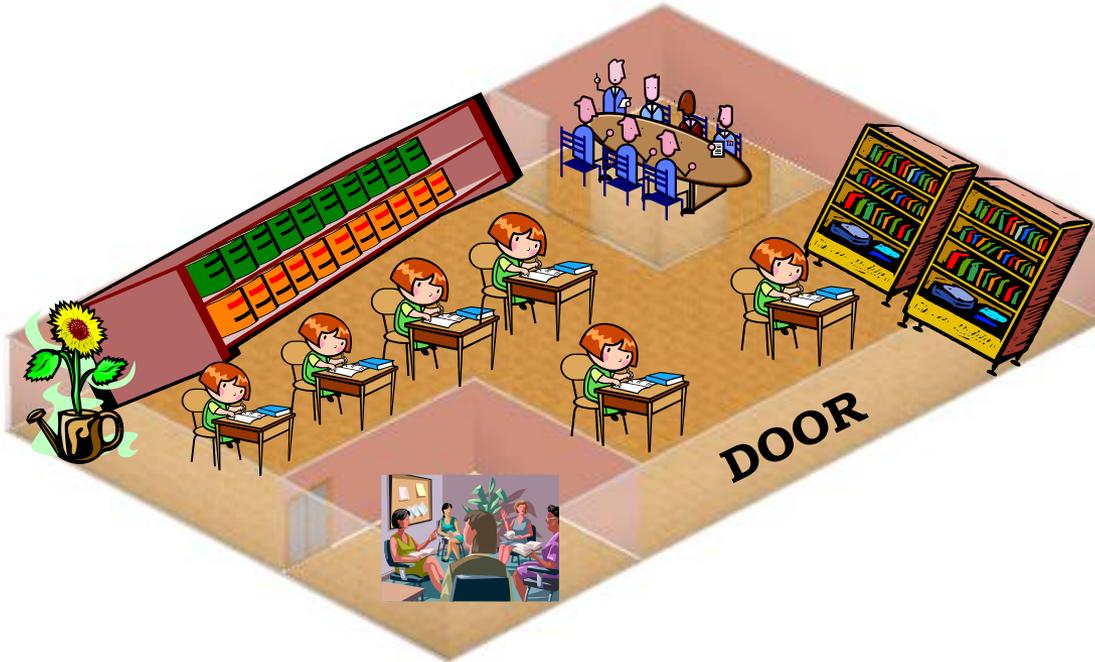
- Bookshelves are concentrated in the study room with different genres.

- The layout will be basically the same as a normal classroom

- The room will be equipped with an iPad cart (if applicable)

- Limited discussion group pods are also available (students need to reserve one). Group pods also tailor to the study styles: one is open-spaced, the other is more closed

STUDENT GALLERY

o The student gallery displays students' works during class, learning suite activities, and online creation including zines, fan illustrations of games, novels and similar genres.

o The student who submits his/her work needs to write an explanation about the work, demonstrating for what it was created, and what meanings are expressed.

o Students' recreation of a family artifact or arts are also up for display.

o The works will be voted monthly, seasonally, and yearly, for which each prize-winning artwork would be rewarded with gift cards.

KITCHEN/DINING ROOM

o The kitchen/dining room is fully equipped with a counter, oven top, refrigerators, silverwares etc.

o Dining tables and chairs are also available for a lunch chat or early evening chat

o A bookshelf of different cuisines is provided

o Cooking and Learning Activities are conducted here

ACTIVITIES IN THE KITCHEN/DINING ROOM

o Brewing the Ice (Pun Intended)

-Ice-breaking activity for the "cultural friends" group to get to know each other, this is after the model of Idding's kitchen literacy development.

-New coming families, "old" immigrant families, and the mainstream families go shopping together for grocery and cook for each other. By going into each other's community stores, different sets of families could get to know each other's community better.

o Expand the Recipe Box

-Individuals or families contribute to the Learning Suite recipes in their native language(s). Later, under the help of the ESL instructor, they will translate the recipes into their own languages, and categorize them into different cuisines

STUDENT/FAMILY RESTING AREA

o   Mainly a service-providing space.

o   Bunk beds will be provided for anybody who wishes to take a rest during their lunch break.

o   The school would pay for beddings. Families could also contribute to the resting area by bringing their own home style beddings (must be clean).

o   Members of the Learning Suite have the obligations to keep the area and the beddings clean.

o   Adjacent to the School Doctor/Nurse Room, the bunk beds also provide a space where students could lay down after they see the doctor or nurse when they are sick.

SCHOOL NURSE/DOCTOR ROOM

o   Mainly a service-providing space.

o   School doctor and nurse are constantly on duty for every student's welfare.

o   Members of the school community could contribute first aid kits, medicines etc. to the room.

o   Immigrant families could consult about household medicines with the doctor.

o   Students who are interested in going into health care profession could volunteer here and observe the practice

o   Vending machines are provided in the area for the entire Learning Suite.

POSSIBLE PROBLEMS

o Fund/Monetary Support

    -Title I School

    -Charter School

    -Private School

o Extra Space

    -Schools who have extra vacancy (e.g. Litton Middle)

o Who is qualified? How to evaluate fairly?

o (For family resting area especially) Popularity Issues

    -Class shifts

    -Poll Drawing

May have more government support for attracting students

RESOURCES

o Inspiration:

Iddings, Ana Christina DaSilva. (2009). Bridging home and school literacy practices: Empowering families of recent immigrant children. *Theory into Practice* 48. 304-311. doi: 10.1080/00405840903192904

o Virtual Space Design: http://www.homestyler.com/

o Floor Plan: http://www.designshare.com/index.php/projects/vanden-high/images@3746

o Video Game Resource: www.leagueoflegends.com