

# ELL Report Template

## 1. Description

- a. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).**

This field experience took place in the regular classroom setting throughout scheduled parts of the day.

- b. The student(s)—use a pseudonym to maintain confidentiality—with whom you are working (e.g. age, grade level, level of English Proficiency, personal characteristics based on observations/interactions, other information that may give the reader a more in-depth description of the student)**

Maria is 10 years old and she is in 4<sup>th</sup> grade. She recently moved to the United States from Venezuela, and as a result, she barely speaks English. She scored a level 1 on the listening, speaking, reading, and writing sections of the ACCESS test (Assessing Comprehension and Communication in English State-to-State for English Language Learners). She is a very sweet girl who is eager to please and ready to learn. She has made some friends with some students in my classroom who speak both Spanish and English. However, Maria does seem frustrated. She draws lots of pictures when she is involved in an activity above her level of understanding. As a result, I have learned that it is very important to have something for her to do at all times to prevent boredom.

- c. The days and times that you met with the student.**

Monday – Friday: Working on computer: 10:00-10:30 & 1:00-1:30.  
Tuesday, Wednesday, Thursday: Meets with me: 12:30 – 1:00

- d. Ways in which you interacted/engaged with the student (including pedagogical strategies).**

\*I met with Maria one-on-one to practice math vocabulary words. Due to the inability of the two of us to communicate perfectly together in English or Spanish, I have Google Translate pulled up when she's with me, and I use it to give her directions if she is not sure what I am saying. I also have several students in my classroom who speak Spanish, and they are very helpful when I need a translator as well.

\*I have been very intentional in using sheltered instruction with Maria. When I work with her we use lots of pictures and we also make flash cards (using Quizlet) of various school words that she needs to know. Quizlet has been a great program that I have taught Maria how to use. We worked together to create these flashcards. I typed the word and then she found the picture that corresponded to the word. This helped her to understand what the words mean instead of just learning a list of random vocabulary words.

\*Finding computer programs for Maria to work on has also been very beneficial. Raz Kids and Reading Eggs are the two programs that I have put her on, and they have been good for her because they allow her to work at her own pace. These programs also use lots of visuals which is really helpful for Maria, and they really allow her to practice using English on her own.

## 2. Objectives and Assessments

Write 2-3 learning objectives and state how you will assess each. Provide evidence for meeting the objectives.

<b>Objective</b>	<b>Assessment</b>	<b>Was the objective met? Evidence of student learning.</b>
<i>(Content) The student will investigate the characteristics of quadrilaterals.</i>	<i>(Formative). I will observe and ask questions while the student is working.</i>	<i>Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.</i>
<i>Maria will read and comprehend short stories read via Raz Kids and increase her reading level based on the quiz results.</i>	<i>After each book, Maria will take an online quiz (that is read to her) assessing her comprehension of the story she just read.</i>	<i>Yes. At the beginning of this program, Maria was at a level AA and she has since increased her reading level to a D.</i>
<i>Maria will recognize basic mathematical vocabulary words.</i>	<i>I will show Maria the picture side of the math flashcard that she made and she will tell me what the word is – this will be done using the program Quizlet.</i>	<i>Yes, Maria was able to tell me each math vocabulary word when shown its corresponding picture.</i>
<i>After reading stories in both Spanish and English, Maria will write a summary of the story in English.</i>	<i>I will read the summaries that Maria wrote in order to determine if she understood each story. I am not looking for perfect grammar or sentence structure yet – I am reading her summary in order to determine if she knew what the story was about.</i>	<i>Yes, Maria was able to summarize in English the stories she had read both in Spanish and English. She used a lot of English words correctly in her summary, and it was clear that she understood what each book she read was about.</i>

### 3. Resources

\*\*WIDA – Throughout this project, I referred to the WIDA Can Do Descriptors that really helped me understand how to differentiate instruction for Maria. Since I know what her level of proficiency is based on her ACCESS scores, I was able to use this resource to guide the types of instruction appropriate for Maria’s level ([https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)).

\*\*Quizlet – This program was used to create the math flashcards. On one side, we typed the math vocabulary word, and on the other side we found a picture that represented the word. Maria could then flip through the flashcards on her own and review them. When it came time to assess, I also used the Quizlet flashcards to test her knowledge of these words (<https://quizlet.com/>).

\*\*Raz Kids – This program allows Maria to read books at her level, and then it assesses her comprehension through a quiz. Maria is on this program for at least 30 minutes per day. She reads books and then takes the quiz after each book. Once she has mastered a certain number of quizzes, she can move on to the next reading level. As a result, this program is very self-paced (<https://www.raz-kids.com/main/Login>).

\*\*Reading Eggs – This program allows Maria to learn how to read through phonics. Maria is on this program for thirty minutes every day to learn how the English language works (<http://readingeggs.com/>).

\*\*Reading A-Z – This program includes Spanish and English books. I printed out both versions of the same book, and then I had Gianna write a summary of the book in English after she read the book in both languages (<https://www.readinga-z.com/members/index.php>). Gianna did so well with this activity since she first was able to read the book in her native language.

\*\*The sheltered instruction video on page 4 of the module really helped inform my instruction of ELL students. It really reinforced the importance of using comprehensible input when teaching Maria new vocabulary words. For example, I taught her new vocabulary words that she had not seen before, but throughout instruction, I provided her with appropriate scaffolding such as pictures in order to help her understand what I was teaching her.

\*\*The Cummins’ Framework on page 5 of the module was an incredible resource that I referred to while planning my lessons for Maria. As a teacher of any student, it’s important to remember that my lessons need to be both cognitively demanding and context embedded. In planning my lessons with Maria, I made sure that they met both of these qualifications. For example, when teaching her math vocabulary, it would not make sense to just give her a list of words. Using pictures was a must for those lessons. In addition, when she is reading something for me, I always try to give her the book in both Spanish and English – that way she can read the book in Spanish first in order to help her comprehend it when she reads it in English.

\*\*According to page 7, the module discusses the importance of teaching vocabulary to students. I loved this quote that was included, “Teachers must be permeated with the mind-set that ELLs are learning words minute by minute.” I have seen this very clearly in working with Maria. Since she is so new to our country, she is constantly learning new words, and as a result, I thought it was very important to help her learn content related vocabulary words.