**ELL  
Report Template**

1. ***Description***
   1. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).  
      The setting of the field experience was in a classroom at Westside Elementary School.
   2. 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)  
      Student E is five years of age, in kindergarten and her English Proficiency Level is an one. Her stage of English language proficiency according to the indicators in IRIS is stage 2. The students is able to speak using one-or-two-word phrases, able to comprehend and use expressively a vocabulary of about 1,000 words, and capable of indicating her understanding of novel information by responding to simple questions.

Student E is co-dependent to the point that could limit her learning. She wants to rely on other students to complete her work.

* 1. The days and times that you met with the student.  
     I met with Student E daily. We met from 8:40-9:10 for Reading.
  2. Ways in which you interacted/engaged with the student (including pedagogical strategies).

I interacted with Student E in a one-on-one setting. Student E is an emergent reader, so I used graphic organizers, videos, modeling, and picture/vocabulary card to teach her the letter and sounds of the alphabet and numerals. My student district received a Striving Readers Grant and decided to use a Scholastic Reading Program called iRead to instruct reading and measure the student’s progress. One of the many features of iRead is the ability to change the language setting so that the student hears the instructions in English and Spanish. I was able to utilize this feature for Student E and she has more progress using this program.

1. ***Objectives and Assessments***

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

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| **Objective**  Example | **Assessment** | **Was the objective met? Evidence of student learning.** |
| *(Content) The student will investigate the characteristics of quadrilaterals.* | *(Formative). I will observe and ask questions while the student is working.* | *Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.* |
| *The student will recognize and name all upper-and lowercase letters of the alphabet.* | *I will assess student’s ability to correct recognize and name the letters of the alphabet and use a checklist to record the progress.*  *I will also use data retrieved from iRead to check student’s progress using the program to identify letters.* | *Yes, Student E was able to correctly recognize and name all the upper-and lowercase letters of the alphabet. She completed the levels in iRead covering letter recognition.* |
| *The student will print many upper-and lowercase letters.* | *I will observe student’s ability to correctly print the letters of the alphabet using D’Nealian handwriting.* | *Yes, Student E was able to print many upper-and lowercase letters, but she does not write the letters correctly using the D’Nealian handwriting format required by school district.* |
| *The student will write a letter or letters for most consonant and short-vowel sounds and spell simple words phonetically.* | *I will observe student’s ability to correctly write letters to spell words phonetically.* | *Student E correctly named the letter sounds for all constant and short vowels. According to iRead, Student E can correctly identify the letter sounds, but she is unable to correctly write the letters to spell simple words when we wrote sentences.* |
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1. ***Resources***

You are required to use 2-3 ELL-specific resources to help inform your understanding of ELLs and increase your pedagogical strategies to assist students who are English Language Learners (ELLs). You may use the resources listed within the module or other resources available to you. Briefly describe how the resources were used to assist in your experience.

I was able to use the CAN DO descriptors provided by WIDA Consortium for Student E’s level of English language proficiency according the WIDA Performance proficiency level. “The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1.ligguistic complexity; 2. Vocabulary usage; and 3. Language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.” (2009)

This information allow me to know what I should expect the student to know in the areas of reading, writing, listening and speaking. I was able to help the student without reaching a level of frustration for the student. The descriptors also help me set goals for the students.

The IRIS module provide wonderful ideas for supporting for comprehensible input for the ELL student. I was able to use the strategies to help Student E understand what I was asking her to do. Some of these suggestions were: speak more slowly, speak clearly, monitor vocabulary, use multimodal techniques, and simplify syntax. I was able to use the sheltered instruction approach provide in the module when I changed the language setting on the iRead program to Spanish. The use of picture cards to learn the letters and letter sounds was also very helpful. Student E was unable to grasp the concept better. I will continue to scaffold writing simple words to write sentence to help her grasp that standard as well. I provided anchor charts to help increase Student E’s vocabulary, this was also a suggestion in the module to help ELL students acquire new vocabulary.