The Learning Record:

Individual Student Profiles, Analysis & Reflection

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Teaching English Language Learners

EDS 351

Individual Student Profile:

Analysis and Reflection

student: Berenice

I. CLASSROOM CHARACTERISTICS

1) *Languages in which child receives instruction (include different subject areas if appropriate in bilingual classroom):*

    Spanish 90%, English 10%

2) *Special program in which child participates, if any (e.g. SEI, in-class or pull-out ELD, alternative bilingual program, special education):*

    Transitional bilingual education program

3) *Types of instructional strategies you have observed and/or used in the classroom to support English language development and content understanding:*

    I have observed and used a variety of instructional strategies in teaching language development in English and Spanish. Specifically in terms of supporting English language development, I have employed strategies such as sentence frames, modified teacher talk, realia, think-pair-share, graphic organizers, acting out, role play, echo talk, songs, repetition, gestures, illustrated word banks, and vocabulary charts with graphics.

II. ASSESSMENT DATA
1) CELDT score:

Domain	Score	Level
Speaking	364	Early Intermediate
Listening	333	Beginning
Reading	220	Beginning
Writing	364	Early Intermediate

    Overall level: **342.85 Beginning**

2) Express Placement Test:
    Results: 1 Beginning

3) Other languages and/or literacy assessment data if available:
    The following information is from the Spanish LAS test:

    Resultados de la Evaluación del Idioma Principal

Destreza	Resultados por escala	Nivel de aptitud
Hablar y Escuchar	42	1

    Aptitud general: **"No fluido en español"**

III. ANALYSIS AND NEXT STEPS

1) Which language proficiency stage do you believe describes the student's current proficiency (e.g. beginning, early intermediate, intermediate, early advanced, advanced) – BLA students will use this space to discuss English Language Development as well as primary language.
2) What evidence supports your conclusion (refer to attached Learning Record documents as well as to assessment data reported above, CELDT resources, ELD Standards, Appendix B in LR handbook and other observations and data you have collected)?

(response combined for questions 1 & 2)

In terms of **primary language development**, I would place Berenice in the beginning proficiency level. She is very talkative and loves to tell stories to whomever is near. This aspect of her personality has enhanced her Spanish language vocabulary. Orally, she is able to retell simple stories and ask common questions. However, she often lacks the correlation between seeing words and understanding their meaning. On the LAS Spanish test administered by the district, she scored "not fluent in Spanish" which is evidence that her current Spanish proficiency is beginning. I have observed that Berenice lacks the ability to reproduce language independently without prompting from the teacher or copying what is on the board. However, I do want to highlight the fact that Berenice is easily able to express herself orally, her emotions, what she likes and does not like, and her favorite things. Her Spanish language vocabulary is solid, but her ability to string ideas together in her primary language is still developing.

In my opinion, I think Berenice best fits in the beginning proficiency level in **English language development** overall. However, I would best describe her oral speaking skills as Early Intermediate. Berenice's strengths are in comprehension and oral dialogue while her weaknesses are listening, reading and writing as demonstrated by her CELDT scores. The ELD Matrix (1999) classifies early intermediate English proficiency in oral language as the ability to "recite familiar songs, poems. Answer/ ask simple questions, role-play, retell, make statements about the immediate world (I am a girl. He has a ball)." I have observed Berenice in class do each one of

these things during ELD on a basic level. She is able to recite poems, retell what the teacher says, and ask/answer simple questions such as: *What is your name? How old are you? What do you want to do?* Additionally, the California Department of Education (2009) ELD standards describe beginning ELD level as the *"use of common social greetings and simple repetitive phrases"* as well as the ability to "answer simple questions with one- to two-word responses." I believe this level describes Berenice's current English language skills.

Berenice is able to receive more information than she can produce in English. She is able to receive the gist of the general meaning and shows this comprehension to me by successfully responding non-verbally when I ask for non-verbal cues (such as point, or raise your hand, give me a thumbs up, show, or circle). Some areas where she needs help is pronoun agreement (ie she often calls boys "her"), present tense verb conjugations, reading and pronunciation, and adjective placement. According to the ELD Matrix, these weaknesses classify her as a beginner in English language development. One of the most defining characteristics of "Early Intermediate" is developing the ability to independently produce language; this is one thing that Berenice has not developed which leads me to believe she is at the beginning proficiency level because of her strong dependence on teacher models and simply repeating echo talk. The final piece of evidence that supports my decision of placing Berenice in beginning comes from her results on the Express Placement Assessment in which she only answered three correct in the Beginning section.

3) What types of instruction and learning experience do you believe would help the student advance to the next level of language proficiency? Why?

Berenice has an incredibly short attention span and tends to get easily distracted and lost during whole group English language development when all the students are on the rug and the teacher is talking at the front. As a result, in order to help advance her to the next level, I think it

would be beneficial to engage her in small group settings. Furthermore, Berenice responds well to visuals and also being able to see the word rather than just hear it. I think that incorporating instructional strategies such as realia, illustrated vocabulary charts, and sentence frames would not only capture her interest, but also increase her ability to speak English through scaffolding.

4) *What other type of assessment information would be useful to obtain in order to plan further instruction? Why?*

Because kindergarten in general is so collaborative, it is often hard to figure out where each student stands in terms of language development. I think it would be helpful to assess students independently via short reading comprehension quizzes and intentional oral "conferences" with students to check for understanding. I think this would be a great approach for English language development as well as Spanish language development. Also, I think it would be extremely helpful to create a chart of every student's strength in their primary language and use those strengths to develop their English during ELD.

Individual Student Profile:

Analysis and Reflection

student: Alexis

I. CLASSROOM CHARACTERISTICS

1) *Languages in which child receives instruction (include different subject areas if appropriate in bilingual classroom):*

Spanish 90%, English 10%

2) *Special program in which child participates, if any (e.g. SEI, in-class or pull-out ELD, alternative bilingual program, special education):*

Transitional bilingual education program

3) *Types of instructional strategies you have observed and/or used in the classroom to support English language development and content understanding:*

I have observed and used a variety of instructional strategies in teaching language development in English and Spanish. Specifically in terms of supporting English language development, I have employed strategies such as sentence frames, modified teacher talk, realia, think-pair-share, graphic organizers, acting out, role play, echo talk, songs, repetition, gestures, illustrated word banks, and vocabulary charts with graphics.

II. ASSESSMENT DATA

1) CELDT score:

Domain	Score	Level
Speaking	140	Beginning
Listening	295	Beginning
Reading	293	Early Intermediate
Writing	359	Early Intermediate

Overall level: **228.35 Beginning**

2) Express Placement Test:
   Results: 2 (*Early Intermediate*)

3) Other languages and/or literacy assessment data if available:
   The following information is from the Spanish LAS test:

Resultados de la Evaluación del Idioma Principal

Destreza	Resultados por escala	Nivel de aptitud
Hablar y Escuchar	60	2

Aptitud general: **"Limitado en español"**

III. ANALYSIS AND NEXT STEPS

1) Which language proficiency stage do you believe describes the student's current proficiency (e.g. beginning, early intermediate, intermediate, early advanced, advanced) – BLA students will use this space to discuss English Language Development as well as primary language.
2) What evidence supports your conclusion (refer to attached Learning Record documents as well as to assessment data reported above, CELDT resources, ELD Standards, Appendeix B in LR handbook and other observations and data you have collected)?

<div align="right">(response combined for questions 1 & 2)</div>

In **primary language development**, I would place Alexis in Early Intermediate. He is able to tell stories, answer simple and complex questions, make jokes, read sight words, and write sentences in present tense. After observing him interacting with his peers in formal and informal settings, I think his level of language development is one of the more advanced in comparison with his peers. His pronunciation is also very strong. His test results on the LAS Spanish test placed him in level 2 "limited in Spanish" which I believe supports my placement of him in Early Intermediate. His greatest strength in his primary language is informal language while he needs extra focused help in the development of his formal language vocabulary and structure.

In terms of **English language development**, I would also place Alexis in Early Intermediate. I have observed two specific aspects that truly set Alexis apart: his ability to work independently in oral and written production of language and his willingness to try to combine ideas and practice new phrases without fear of making mistakes. Alexis is able to "write from own experience using frames or simple vignettes and word banks" which is a feature of Early Intermediate according to the ELD Matrix (1999). He is also able to use routine expressions independently and respond using simple sentences with subject and predicate, rather than just one or two word responses. This is more supporting evidence that Alexis' has an early intermediate proficiency level. Furthermore, Appendix B in *The Learning Record* (1999)

describes Stage 2 ("Becoming Familiar with English") as beginning to sort out small details but more interested in communicating meaning than in correctness. In my opinion and based off my observations during ELD, I would say this description perfectly fits Alexis' English speaking ability. He is not afraid to make mistakes which I believe helps him enhance his ability to articulate the general meaning of what he wants to say in English. On another note, I learned that Alexis has an older sister in fifth grade who loves practicing English with Alexis at home; in my opinion, this extra practice and familiarity with the language has greatly aided his proficiency in the language. According to his recent CELDT scores, he placed in Early Intermediate for reading and writing which I think is an accurate indicator in this case of his overall English proficiency level. Additionally, Alexis placed in Early Intermediate on the Express Placement Assessment for Systematic ELD which supports my placement of him as well.

3) *What types of instruction and learning experience do you believe would help the student advance to the next level of language proficiency? Why?*

I think a higher degree of scaffolding would help Alexis advance to the next level of language proficiency. For example, during ELD there is not much room for independent practice without teacher prompting or sentence frames. I think Alexis would benefit from receiving a model in the beginning of the lesson, then having the extra support (such as sentence frames and vocabulary with graphics on the board) taken away by the end of the lesson so that he has the opportunity to put into practice what he learned on his own. Alexis is a very social boy and I think he would benefit from more partner talk and guided dialogue as well.

4) *What other type of assessment information would be useful to obtain in order to plan further instruction? Why?*

Similarly to my response in the first Individual Student Profile of Berenice, I believe that more independent assessments would be useful to obtain in order to plan further instruction.

Because kindergarten in general is so collaborative, it is often hard to figure out where each student stands in terms of language development. I think it would be helpful to assess students independently via short reading comprehension quizzes and intentional oral "conferences" with students to check for understanding.

One thing I have learned is the importance of tapping into students' interests and prior knowledge in planning lessons. I think some kind of general assessment of students' specific interests (such as what they like to do on weekends, what their favorite TV shows are, their favorite sport or activity, etc) would also greatly aid further planning and instruction in order to best engage the students and teach content simultaneously.

Overall Reflection

Write about your own learning through participation in this project. What did you learn about teaching English learners (refer to TPE 7)? What did you learn about each child that will inform your teaching of all children in your classroom? What are you thoughts about the value of using multiple forms of assessment to guide teaching?

Through participation in this project, I have solidified my belief in the power of bilingual education as the best way to teach English language learners. Wright (2010) explicitly states that "the most effective way to make content comprehensible to ELLs is to teach it in the students' native languages." I have seen how student's native language development can transfer to their English language development and aid their reading, writing, speaking, and listening development in English. However, it is equally important to have a strong ELD program with intentional instructional strategies that best engage the students and make content accessible to all levels of ELLs.

California's Teaching Performance Expectations *(TPE 7)* states the importance of teachers being able to "draw upon information about students' backgrounds and prior learning, as well as their proficiency in English, to provide instruction differentiated to students' language abilities." Through this project, I have learned how there is no one-size-fits-all approach to teaching English language learners because of how diverse a student populations' needs, interest, backgrounds and cultures may be (Walqui, 2005). There is also a wide range of language development within any given group of ELLs and differentiating instruction is a great way of providing access to all students while individually challenging them at the level they are currently at. I also learned that it is our responsibility as teachers to employ a variety of instructional strategies that best engage our specific students. One such strategy that I have found incredibly beneficial is grounding one's teaching in building prior knowledge in order to enhance an English language learner's ability to make real world connections, to make learning relevant, and to expose one's students to challenging material.

I think it is incredibly important as a teacher to take on a researcher's role and explicitly, actively seek information from your students and their families that could potentially enhance

your future planning and instruction. As a result of this project, I now truly value the use of multiple forms of assessment to guide teaching so that you can gain a holistic picture of who that student is rather than just a snapshot of the student from a single test. It is equally important to engage the students' families in learning about the student outside of the classroom. Throughout this project, I have learned that each student is intelligent and has a unique set of skills and life experiences that they bring with them to school everyday. It is our responsibility and our privilege as teachers to uncover these unique individual strengths of every student and weave them into instruction. The only way to accomplish this is though explicitly and intentionally seeking this information.