

ASSIGNMENT 2 – DHH TPE 5.3 P

Course Objective: Candidates will practice locating and applying information about students' current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes

DHH TPE 5.3 P Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.

EDU 1/207 Teaching English Learners Field Assignment #2: English Learner Focus Student Observation and Student Oral Language Observation Matrix (SOLOM) Assessment Worth: 20 points

This assignment has two parts:

- Part one is a description of a chosen EL student's academic background and an observation of the student in class.
- Part two is rating the student on the SOLOM Assessment, a written reflection of the students' strengths and weaknesses, and a description of possible next steps.

Instructions for Part One:

1. Select a focus student in your classroom who is either classified as an English Learner (EL), or would probably qualify as one. This may be a student who is new to English, or a student who has attended schools in the United States for a number of years but is not making adequate academic progress. If you do not currently teach, you will interview a student who is currently learning English or whose first language is not English. *Be sure to provide your focus student/informant with a pseudonym.*

2. Gather some background information on your Focus Student through observation and, if necessary, a teacher interview to assess where the student should be placed in terms of his/her ELD Level using the California English Language Development Standards.

(<http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>).

COVID Accommodation for students without an observation site:

If you do not have a classroom, please use the student Faiza from the teaching Channel Videos. Based on what you see and hear/read in the videos, try to respond to the items below. If you do not have access to this information type N/A. Please do your best at assessing Faiza on the SOLOM Assessment and surmise how you might advance her to the next level or toward lifelong learning.

The links to the videos on Faiza are here:

Series Internationals Network Deeper Learning: Student Profile: Learning English Through Content
<https://learn.teachingchannel.com/video/ell-student-profile-inps>

Series Internationals Network Deeper Learning: Deeper Learning for English Language Learners
<https://learn.teachingchannel.com/video/deeper-learning-for-ell-inps>

Using the outline template provided below, please discuss the following:

Provide the following basic information about your focus student:

- A. *Primary language proficiency*: How well does your focus student speak in his/her native language? How well does your focus student write in his/her native language? You may need to do some investigation to find this out. Talk to your student’s parents, and/or review a student writing sample in his/her native language. Briefly describe HOW you learned the information in this section.
- B. *Prior schooling*: Where did your student previously attend school? How long has he/she been enrolled in U.S. schools?
- C. *Circumstances of arrival*: If your student was born in another country, how and when did he/she arrive in the United States? What prompted your student’s move to the U.S.?
- D. *Motivation*: How motivated does your focus student seem, overall, to succeed academically? To improve his/her English?
- E. *Strengths*: Based on what you know about this student, what are his/her primary strengths? In this section, you should talk specifically about the following three areas: a) in which ELD domains and standards he/she is particularly strong; b) what other academic strengths he/she possesses; c) what other strengths in general (personality-wise, etc.) he/she possesses.
- F. *Areas of need*: Based on what you know about this student or your teacher interview, what are his/her primary areas of need? In this section, you should talk specifically about the following three areas: a) which specific ELD domains and/or standards he/she needs the most help with; b) what other academic areas he/she needs help with; c) what other challenges he/she faces.
- G. Look at the Overview of the California English Language Development Standards and Proficiency Level Descriptors. Based on the information given there, use your best judgment to **assign your focus student one “overall” level (Emerging, Expanding Bridging)**.

Determine which Modes of Communication that your focus student specifically needs to work on in order to be able to move up to the next level.

Name:

Date:

Part One: EL Focus Student Background Information

Focus student’s name (pseudonym): _____

Home language: _____ Gender: _____ Grade: _____ Age: _____

Please note that the following table “grows” and you can write as much as you need to in each row. Be sure to write in complete sentences, including correct grammar and punctuation.

| Topic | Notes |
|--|-------|
| Primary language proficiency (also briefly explain HOW you learned this information) | |
| Prior schooling | |

| | |
|---|----------------|
| Circumstances of arrival and length of time in the US | |
| ELPAC Score | |
| State Standardized Testing Scores | |
| Current Grades (or most recent available) | |
| Motivation | |
| Strengths | a. b. c. |
| Areas of need | a. b. c. |

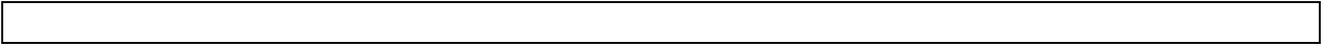
Based on his/her performance in class discussions, social conversations, and class assignments, what ELD level does the student demonstrate through? Look at the ELD standards for the student's grade level. Use your best judgment based on the criteria for each ELD domain.

| Modes of Communication <i>Choose TWO domains to focus on. You may assess other domains if you have access to this information.</i> | Level? | Evidence? (i.e., ITBS scores, CELDT scores, informal assessment, comprehension test, etc.) <i>[NOTE: Include a description of the skills you have observed and tell how you know the student's skill level.]</i> |
|--|---------------|---|
| Collaborative | | |
| Interpretive | | |
| Productive | | |
| Structuring Cohesive Texts | | |
| Expanding and Enriching Ideas | | |
| Connecting and Condensing Ideas | | |

Possible Levels: Emerging Entry, Emerging Exit, Expanding Entry, Expanding Exit, Bridging Entry, Bridging Exit

Which TWO ELD Standards/Modes of Communication does your student need to focus on the most? In other words, which skills are the most challenging? These will be his/her "focus standards" for the semester. List them below. (Feel free to add more than one for each mode if you wish; simply add more rows to the table.) Also, after each one, briefly **EXPLAIN WHY** you chose each of these standards.

| |
|----------------|
| Mode #1 |
| Mode #2 |



Instructions for Part Two:

For part two of this assignment, you will be looking more closely at your focus student's oral language skills by conducting the SOLOM Assessment and writing a reflection about the experience.

Directions:

1. SOLOM RUBRIC: Follow the instructions on page 81 of your textbook for "Administering the SOLOM" and "Scoring the SOLOM". (A template of the SOLOM rubric is available on the next page; it's also on pages 103-104 of your book). Provide individual scores for your student **and** an overall score. You may use this document template by highlighting the boxes that correspond to your student's skill level for each category.
2. NARRATIVE REFLECTION: Read through the sample narrative on pages 82-83 of your textbook. Write a similar narrative (bullet points are fine) about your focus student, making sure to address each of the following concerns in the boxes below:

How often did you observe your focus student? What specifically did you observe each time?

In one paragraph each, describe your focus student's strengths and weaknesses in each of the five SOLOM categories: Comprehension, Fluency, Vocabulary, Pronunciation, Grammar. Be specific, referring back to actual anecdotes from your observations

What are your overall impressions of your focus student's ability to function in an English academic context and in a social context?

Think about the following concerns:

- Is your focus student able to fully participate in academic activities?
- Is there a noticeable difference between your focus student's performance on academic tasks versus in social interaction settings?
- Is your focus student's command of vocabulary sufficient for him/her to receive comprehensible input from your instruction?
- Does your focus student's pronunciation and/or grammar affect others' abilities to understand him/her?

Finally, provide a paragraph in which you briefly describe specific modifications or interventions you think might help your focus student improve in his/her oral language skills. Refer to **Chapter 5** in your textbook for ideas. Discuss your proposed "next steps" for intervention and support for your student. If you are working with an informant who is not a student, describe what you would propose the informant needs in terms of support in order to improve his/her English development. What **specific ideas** do you have in mind for helping your focus student or informant to improve in his/her "focus ELD standards"? Be sure to name the Mode(s) of Communication mentioned in Part One of the assignment and describe your rationale for why you are using the chosen strategies.

SOLOM (Student Oral Language Observation Matrix) *(Complete using bold or highlights)*

| Focus Student Name: | | Grade: | | Age: | | Date: | |
|----------------------------|--|---|--|--|--|---------------|--|
| | 1 | 2 | 3 | 4 | 5 | Scores | |
| Comprehension | Cannot be said to understand even simple conversation. | Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. | Understands most of what is said at slower-than normal speed with repetitions. | Understands nearly everything at normal speech, although occasional repetition may be necessary. | Understands everyday conversation and normal classroom discussions without difficulty | | |
| Fluency | Speech is so halting and fragmentary as to make conversation virtually impossible. | Usually hesitant; often forced into silence by language limitations. | Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression. | Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression. | Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker. | | |
| Vocabulary | Vocabulary limitations so extreme as to make conversation virtually impossible. | Misuse of words and very limited vocabulary make comprehension quite difficult. | Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. | Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies. | Use of vocabulary and idioms approximates that of a native speaker. | | |
| Pronunciation | Pronunciation problems so severe as to make speech virtually impossible. | Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood. | Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding. | Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns. | Pronunciation and intonation approximates that of a native speaker. | | |
| Grammar | Errors in grammar and word order so severe as to make speech virtually unintelligible. | Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict himself/herself to basic patterns. | Makes frequent errors of grammar and word order, which occasionally obscure meaning. | Occasionally makes grammatical and/or word-order errors which do not obscure meaning. | Grammatical usage and word order approximates that of a native speaker. | | |

TOTAL SCORE: _____

**EDU 1/207 Teaching English Learners Field Assignment #2:
English Learner Focus Student Observation and
Student Oral Language Observation Matrix (SOLOM) Assessment**

Task Rubric

Total Points Possible = 20

| Assignment Focus | 4 | 3 | 2 | 1 |
|---|--|---|--|---|
| Investigate student background related to English language development | Analysis of student background is thoughtful, detailed, and complete | Analysis of student background is complete | Analysis of student background is limited | Analysis of student background is flawed |
| Conduct analysis of student skills and abilities | Analysis of student skills and capacities is thoughtful, detailed, and complete | Analysis of student skills and capacities is complete | Analysis of student skills and capacities is limited | Analysis of student skills and capacities is flawed |
| Consider student motivation, strengths and weaknesses | Analysis of student motivation, strengths and weaknesses is thoughtful, detailed, and complete | Analysis of student motivation, skills and capacities is complete | Analysis of student motivation, skills and capacities is limited | Analysis of student motivation, skills and capacities is flawed |
| Discuss focus areas of work for English language development | Discussion of needed areas of work is thoughtful, detailed, and complete | Discussion of needed areas of work is complete | Discussion of needed areas of work is limited | Discussion of needed areas of work is flawed |
| Determine next steps to support the students achievement in ELD standards and oral language | Proposed next steps are appropriate, thoughtful, detailed, and complete | Proposed next steps are appropriate | Proposed next steps are limited | Proposed next steps are flawed |

Total Points Earned: _____

Deductions for Incomplete Work:

1. _____ Professional work quality (0-5)