

**SPED 311**

**Communication Inventory**

**Acceptable**

# Class Basics

I observed my student at Baldwin Elementary School in Pawtucket Rhode Island. This is a suburban community and the school is made up of a variety of different cultures. In the class of the student that I observed there were twenty three students. This is a large amount of children in a classroom with one teacher. Within the classroom there are four computers and the students all sit in rows. Within the class there are many different posters to help the students with their everyday learning. These include a word wall, and posters with what adverbs, verbs, and nouns are. On one of the walls there was also a large portion of the students work.

I was able to view two activities. One was a reading activity and the other a math game. During the reading activity they worked in groups to read together. The story was "Elana" by Diane Stanley. They received a worksheet before they started the reading assignment and throughout the reading the groups were able to pause and answer the questions that they had previously read about.

The next assignment that I was able to observe and take part in was a math game. The students received worksheets with the products throughout a box and the factors on the edge of the bottom of the box. I was lucky enough to be able to play the math game with the student that I was observing. Within the lesson there were two paper clips to use to place on the factors and player A would need to do the multiplication in their head and highlight the answer within the box of products. The first to connect four was the winner.

? Approved by the  
Principal  
\_\_\_\_\_

# Student

The student I observed was a female in the fifth grade at Baldwin Elementary school, she goes by the name of Zuri and she stands four feet tall with dark wavy hair and a bright smile. She came to America in 2003 when she was three years old, thus making her ten years old. She has a sister and a mother that she lives with. Her mother is an artist and Zuri and her sister like to play teacher at home when they are not doing school work.

When Zuri was in third grade they had taken her out of ESL and put her into a mainstream classroom. The following year she was put back in for fourth grade and now she is again in a mainstream class. She told me she loves math because she likes to figure out the different problems and likes working to get to an answer. Her favorite part of math is multiplication because she is able to do it fast and in her head. When doing the factors and products assignment with her, her face lit up when she was able to get the answers out so quickly.

While I was at Baldwin Elementary I was able to sit down with her and also ask her what her challenges in school are. She wasn't hesitant and told me English was her least favorite subject. When I asked why she told me although she likes to read, when it comes to writing she struggles with it. When I watched the assignment of "Elana" I was able to see her struggle with answering the questions. Although Zuri was able to explain what the story was about, she was not able to explain and write it on paper.

Brief

# Practices that Promote Learning

Within the classroom at Baldwin Elementary there are many cultural characteristics within the classroom. Within the class they have Spanish and English dictionaries, word walls, chapter books and many other materials for the students to be comfortable with. This type of materials help the students to feel comfortable within school and are able to take it home and have the parents able to understand the material as well.

The content of this classroom has great diversity when it comes to the material they use. They read stories like "Elana" that are about people traveling to America for a better life and the risks that some families need to take. There are many different units that they use in history. Within other subjects like science and math they do not integrate culture within it. But when they do subjects such as history, English and Art the teachers try to get all the different type of cultures within his class to produce the most information he can to teach and help the students about different cultures. They also celebrate all of the holidays around the world, so that no one is left out and everyone feels comfortable within the classroom.

There are PTO meetings at Baldwin Elementary and a notice is sent home to try to get all parents involved within the students work. There are not many parents that try to get involved within the school because many of them are single parents and are working <sup>hard</sup> a lot. Although, there are many notices sent home by Mr. Sciotti within Zuri's class to let the parents know what is going on within the children School career.

Within this fifth grade classroom there are (many different) supports going on when it comes to culture. One of the assignments that were given and hanging up on the wall within the classroom was an English paper with a picture of the student and their family or friend glued to the top. The students were able to chose a photo of their choice at home and bring it in and write a story on who was in the picture and why they are important to them. Also, they were able to share them at the end so that each student was able to tell one another their background and some of the likes and differences of each and every one of them.

While I was observing in the classroom Mr. Sciotti gave good clear directions. Even when students did not understand or were not clear with what he was asking he would repeat and had no shame in helping each and everyone to make sure that they all understood before they started the lesson. I thought it was a good way to get all the students on track and be able to have the students produce their best work at hand.

In Mr. Sciotti's class there are a lot of assignments with groups. I believe this is a good technique because it gets the students to work with other students and produce a sense of community within the classroom and let the students make new friends. He told me that he tries to mix the groups up so that the students are not always working with the same person each time and they are able to produce the work more efficiently and work together.

# Multiple Language Variety of Language

When I spoke to Zuri I was able to ask her many different questions. I asked her about school, where she came from, where she grew up and what language she speaks at home. She told me that she spoke Spanish at home with her mother; and in school she only uses English. Within Mr. Sciotti's class they are considered immerse and all speak English. Zuri is the only student within his classroom that was in ESL previously.

Zuri speaks well English but at times it is difficult to understand what she is saying. She was taught in ESL to first think of what she is trying to say in her head and put it together in English. Zuri told me that she tries all the time to think of it in her head first and use what the teachers told her, although sometimes when she is trying to get the information out to fast people don't always understand her. Zuri is able to write well within the English language and has no trouble with getting her thoughts out. She does well in the classroom and gets the grades she needs to advance into the sixth grade.

Zuri is able to speak Spanish proficiently at home, but she does not write in Spanish. Since Zuri came to America when she was only three, the majority of her life she grew up in an English speaking country and has also been in a school system that only speaks English. I was told that when she left ESL in third grade that she was speaking clearer and able to write English fine. When she returned to ESL in the fourth grade they realized they had to work more on her fluency within speaking English and having it be clearer to others.

*More Specifics Needed*

**COMMUNICATION INVENTORY IEP PAGES**  
**Measurable Annual Academic or Functional Goal(s)**

|                          |  |   |
|--------------------------|--|---|
| Area of Need<br>Language | Baseline: What student can do now. (You may attach a chart or graph.)<br>Zuri has good social skills and math skills | When progress will be reported to parents.                |
| Goal #                   | What student can do by the end of this IEP.  |   |
| 1                        | Zuri will be able to produce ten out of 12 words accurately.<br><br>• orally   | Progress of student will be reported quarterly to Parents |

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

|  |
|--|
| By December Student will be able to receive 58% accuracy |
| By February Student will be able to receive 66% accuracy |
| By April Student will be able to receive 75% accuracy    |
| By October Student will be able to receive 83% accuracy  |

**Measurable Annual Academic or Functional Goal(s)**

|                          |   |   |
|--------------------------|---|---|
| Area of Need<br>Language | Baseline: What student can do now. (You may attach a chart or graph.)<br>Zuri has good problem solving skills | When progress will be reported to parents.                |
| Goal #                   | What student can do by the end of this IEP.   |   |
| 2                        | Zuri will write at a fifth grade accuracy of 90% by December 2011<br><br>• writing assessment.                | Progress of student will be reported quarterly to parents |

**Measurable Short Term Objectives or Benchmarks**

These are the measurable steps along the way to help student to achieve this goal.

|   |
|---|
| By December Student will write at a fifth grade accuracy of 60% |
| By February Student will write at a fifth grade accuracy of 70% |
| By April Student will write at a fifth grade accuracy of 80%    |
| By October Student will write at a fifth grade accuracy of 90%  |

COMMUNICATION INVENTORY

DESCRIPTION OF THE LEARNING ENVIRONMENT - REQUIRED

| Areas of Analysis  | UNACCEPTABLE   | ACCEPTABLE  | MARGINAL   |
|--|--|---|--|
| <b>Class Basics</b><br><input type="checkbox"/> Size of the classroom<br><input type="checkbox"/> Number of students in the classroom<br><input type="checkbox"/> Number of teachers and paraprofessionals<br><input type="checkbox"/> 3 Classroom Features<br><input type="checkbox"/> Description of the 2 activities observed (no more than one paragraph each) | 0<br><input type="checkbox"/> Information was not found in this area | 2 3<br><input type="checkbox"/> Information reflects an adequate amount of information to provide an overview of the environment  | 4 5<br><input type="checkbox"/> This section provides an excellent overview of the environment<br><input type="checkbox"/> Many details have been provided   |
| <b>Practices that Promote Learning</b><br><input type="checkbox"/> 3 Practices of Cultural Sensitivity & Linguistic Supports are described with a rationale for how each promotes learning<br><input type="checkbox"/> 3 Language Supports are described with rationale for how each promotes learning.  | 0<br><input type="checkbox"/> Information was not found in this area | 4 5 6<br><input type="checkbox"/> Information reflects an adequate amount of information to provide an overview of the practices used in this environment to promote language learning. | 7 8<br><input type="checkbox"/> This section provides an excellent overview of the practices used in the classroom that promote language learning for students with diverse language abilities<br><input type="checkbox"/> Each section is defined and supported with many details in all required areas |

GENERAL DESCRIPTION OF THE STUDENT - REQUIRED

|  |   |  |   |
|--|---|--|---|
| <b>Student:</b><br>Brief description of<br><input type="checkbox"/> Child's age<br><input type="checkbox"/> Grade in school<br><input type="checkbox"/> Special services received<br><input type="checkbox"/> Child's strengths (1-2 paragraphs)<br><input type="checkbox"/> Child's areas of challenge (1-2 paragraphs) | 0<br><input type="checkbox"/> Information was not found in this areas | 4 5 6<br><input type="checkbox"/> Information reflects an overview with details provided in all areas identified | 7 8<br><input type="checkbox"/> This section provides an excellent overview of the student, describing all areas identified in detail |
|--|---|--|---|



# COMMUNICATION INVENTORY

| STUDENT'S DIVERSITY OF LANGUAGE: REQUIRED   |  |   |   |  |   |   |   |   |        |
|---|--|---|---|--|---|---|---|---|--------|
| Areas of Analysis   | UNACCEPTABLE   | 2   | 3   | 4  | 5 | 6 | 7 | 8 | TARGET |
| <p>*Multiple Language Variety of Language</p> <ul style="list-style-type: none"> <li>o What language(s) are used in the home?</li> <li>o What was the first language of instruction in school and the model of the classroom (Bilingual Ed? ESL? Immersion?)</li> <li>o Child's level of <i>spoken language</i> (use WIDA standards discussed in class) &amp; <i>written language proficiency</i> in English</li> <li>o Child's level of <i>spoken language &amp; written language proficiency</i> in a language or dialect other than English</li> </ul> | <p>0</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fewer than 3 areas of analysis are addressed</li> <li><input type="checkbox"/> Analysis includes few examples</li> <li><input type="checkbox"/> Analysis reflects minimal understanding of each area of analysis</li> </ul> | <p>2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Less than 5 areas of analysis are addressed</li> <li><input type="checkbox"/> Many areas of analysis include only one example in most instances and does not describe the process used to gain information</li> <li><input type="checkbox"/> Analysis reflects a marginal understanding</li> </ul> | <p>3</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All areas of analysis are investigated and described in separate paragraphs</li> <li><input type="checkbox"/> Most areas of analysis include two examples that demonstrate the child's performance and/or the process used to gain information.</li> <li><input type="checkbox"/> Analysis reflects a good understanding of content</li> </ul> | <p>4</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> All areas of analysis are investigated, and described in separate paragraphs</li> <li><input type="checkbox"/> At least 2 examples are included in each area that clearly demonstrates the child's performance and/or the process used to gain information.</li> <li><input type="checkbox"/> Level of Analysis reflects an excellent understanding of content</li> </ul> | 5 | 6 | 7 | 8 |        |
| LESSON PLAN REQUIRED  |  |   |   |  |   |   |   |   |        |
|   | UNACCEPTABLE   | 2   | 3   | 4  | 5 | 6 | 7 | 8 | TARGET |
| <p>2 IEP Pages</p> <ul style="list-style-type: none"> <li>o Includes Baseline statements of Student's current skills,</li> <li>o Measureable &amp; observable Goals based on need</li> <li>o Several Objectives are offered based on need</li> <li>o WIDA or other ESL Standards</li> </ul>   | <p>0</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Baseline statement is not included</li> <li><input type="checkbox"/> Format is not consistent with the handout in class</li> <li><input type="checkbox"/> Certain areas were not correctly done</li> </ul>                  | <p>2</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> &lt;2 IEP pages were included and most areas were somewhat complete</li> <li><input type="checkbox"/> Baseline, Goals and Objectives were general and do not address the specific needs of this child</li> </ul>   | <p>3</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 IEP pages were included and all areas were complete.</li> <li><input type="checkbox"/> Baseline statements reflect a good understanding of student with language &amp; speech needs.</li> <li><input type="checkbox"/> Goals and Objectives are directly related to the student's needs.</li> </ul>  | <p>4</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2 IEP pages were included and the Baseline statements reflect strong understanding of planning for a student with language &amp; speech needs.</li> <li><input type="checkbox"/> Goals and Objectives are measurable &amp; observable and explicitly relate to the student's needs</li> </ul>   | 5 | 6 | 7 | 8 |        |

COMMUNICATION INVENTORY

| Professionalism of the Paper                      |   | UNACCEPTABLE                                    |  | ACCEPTABLE  |  | TARGET |  |
|---|---|---|--|---|--|--------|--|
| Writing Mechanics<br>And<br>Presentation of Paper | <input type="checkbox"/> Writing skills require significant improvement | <input type="checkbox"/> errors of spelling     | <input type="checkbox"/> errors of grammar                         | <input type="checkbox"/> Writing Skills with few errors noted                 | <input type="checkbox"/> Excellent writing skills        |        |  |
|   | <input type="checkbox"/> Acronyms are not defined                       | <input type="checkbox"/> Font difficult to read | <input checked="" type="checkbox"/> non-professional language used | <input checked="" type="checkbox"/> Good Writing Skills with few errors noted | <input checked="" type="checkbox"/> Not concisely worded |        |  |
|   | <input type="checkbox"/> Errors of format                               |   | <input type="checkbox"/> Headers not used                          | 2 3   | 4 5  |        |  |

35 /42

Grade for Paper: 83/100

Name \_\_\_\_\_ Professor's Signature  date 11.20.10

Evaluation of Communication Inventory

|  |  |  |
|--|--|--|
| <input type="checkbox"/> Unacceptable (below 80) | <input checked="" type="checkbox"/> Acceptable (80-93) | <input type="checkbox"/> Target (94-100) |
|--|--|--|

Initial Submission  Re-submission