

Assessment Case Study Proficient/Meets

Assessment Plan for [REDACTED]



Introduction

[REDACTED] is in the eighth grade, enrolled in an intensive ESL program at Joseph Jenks Junior High School. Her home country is Guatemala. She is 14 and has been in the U.S. for only a year and a half. She was formally schooled in her home country until her departure to the U.S. Some of her interests include singing, dancing, painting, listening to music and talking with friends.

I decided to conduct an assessment plan for [REDACTED] because of her high levels of proficiency in all four skill areas (listening, speaking, reading and writing) on the ACCESS for ELLs examination. I was interested in knowing how such high proficiency levels were possible with her being in the U.S. for such a short period of time.

Home Language Survey

I conducted the BOISE Schools home language survey with [REDACTED]. In this survey, I discovered that [REDACTED] native language is Spanish and that she uses Spanish when at home. [REDACTED] uses both English and Spanish to talk with friends.

Apart from the home language survey, I gave [REDACTED] the Background Information Survey for English Language Learners from *The Amazing English! How-To Handbook*. In this survey I learned that her mom also speaks English, but seldom with [REDACTED] at home. From this survey, I learned that [REDACTED] had been enrolled in a bilingual program at her former school in Guatemala. She told me that half of the day she was instructed in Spanish and the other half, she was instructed in English. This was the contributing factor as to why [REDACTED] had high scores on the ACCESS for ELLs examination that she had taken soon after her arrival to the U.S.



Home Language Survey Form- Student
Boise School District

Dear Student:

The Office of Civil Rights and Idaho State Department of Education require school districts to determine the dominant language spoken by your student to help provide meaningful instructional programs.

Please answer these questions and return to your school. This questionnaire becomes a part of the District's official documentation of language assessments. Thank you.

Name: [Redacted] Last First Middle

Grade 8 Birth Date [Redacted] Birth Place Guatemala
School Jesus Rey de Gloria

- 1. Which language did you learn when you first began to talk? Spanish
- 2. What language do you use at home? Spanish
- 3. What language do your parents use when speaking to you? Spanish
- 4. Name the language you speak with your friends. Spanish / English
- 5. Will your parents need someone to help translate letters sent home? YES NO

- Check the box if your family has moved at some time in the past 3 years to look for work in:
 - Agriculture (farming, dairy)
 - Orchards
 - A Nursery (trees, flowers, gardening)

[Redacted Signature] Signature of Student

5/1/10 Date

Translator's printed name (if utilized)

Translator's signature

Background Information Survey for English Language Learners

Name: [REDACTED] 5/1/10
Address: [REDACTED] RI
Home Phone: _____ Birth Date: [REDACTED]
Primary Language: Spanish Current Grade: 8
Age of Arrival (to USA): 13 Country of Origin: Guatemala
Other circumstances of arrival: _____

Family Background

Who lives at home? Mom and dog
What language(s) is most frequently spoken in the home? Spanish
Is there someone at home who speaks English? Mom and me

Personal Background

Special interests, talents, or abilities? Sing, dance, paint
Health conditions/concerns? allergies

Previous Education

Years of previous schooling: 7 Where? Guatemala
Language(s) of instruction: Spanish, English
Previous exposure to English: School (Bilingual)

Language Proficiency on Arrival

English Assessment:

Oral fluency: 1 2 3 Literacy: 1 2 3
Development of academic language (CALP): _____

Primary Language Assessment:

Oral Fluency _____ Literacy: _____
Development of academic language (CALP): _____

Parent/Information/Conference

Is there anything about your child, family, or culture that you want the school/teacher to know or understand? No

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Assessment Case Study (TESL...

Formal Assessment

I collected the formal assessment data for [REDACTED] language for 2009 and 2010. In the 2009 ACCESS for ELLs score report, [REDACTED] was tested in Tier A. In the 2010 ACCESS for ELLs score report she was tested in Tier C. Her results are listed below. It is clear that she progressed in every area from the year 2009-2010. She especially progressed in the Listening and Speaking areas.

ACCESS Score Report 2009	
Listening	346
Speaking	357
Reading	369
Writing	359
Oral Language	352
Literacy	364
Comprehension	362
Composite Score	360

ACCESS Score Report 2010	
Listening	431
Speaking	435
Reading	375
Writing	361
Oral Language	433
Literacy	368
Comprehension	392
Composite Score	388

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Assessment Case Study (TESL...

Speaking and Listening Comprehension

My intent for the oral language sample was to get an authentic sample of speech. Before starting the video, I gave Keila (left) and [REDACTED] (right) a topic that I wanted them to talk about. They had no rehearsal time for these language samples, they only knew the topic that they would be conversing about. Both Keila and [REDACTED] did a wonderful job talking as they normally would with each other. I assessed [REDACTED] in five skill areas (comprehension, fluency, vocabulary, pronunciation, and grammar) using the MELA-O scoring rubric.

Comprehension - Level 5 – In both oral language samples there is no trace of [REDACTED] misunderstanding questions that Keila poses. [REDACTED] makes it clear that she understands interpersonal conversations

Fluency - Level 5 – In both oral language samples there is clear evidence that [REDACTED] is not searching for words. In fact, she speaks so quickly that it is almost difficult to keep up with what she is saying. This language sample reflects the fluency of a native speaker of the same age.

Vocabulary - Level 4 – It seems evident that [REDACTED] has a high level of vocabulary recognition in English. However, she can use more appropriate words in particular circumstances. In the language video, [REDACTED] tells Keila “I talk Spanish” which can be correct, but sounds awkward. I feel that [REDACTED] does not always use the most appropriate words, and this is why she is a level 4.

Pronunciation - Level 4.5 – [REDACTED] has a wonderful handle on the pronunciation of English words. There were a couple of words she mispronounced due to transfer in the L1. The word family she pronounces with three syllables rather than two. In Spanish the word “familia” has three syllables. In addition to this error, I observed that she pronounces the word “English” as if it were spelt with an “A”. I noticed that [REDACTED] pronounces the /th/ sound as /de/. This is also typical of natives of Spanish.

Grammar - Level 3.5 With [REDACTED] I observed some common errors that natives of

Spanish make. The grammatical errors that [REDACTED] made are listed below. She would benefit from some grammar instruction to clear up some typical transfer errors. It seems that she also has some trouble with prepositions.

How you say	- omits "do"
I go weekends with my dad	- omits proposition and article "on the"
He didn't stop doing nothing	- uses double negative
He want me to play	- uses present tense to express past (wanted)
on December	- incorrect use of prepositions(in December)
I go almost all Decembers	-word choice (all-every)
He did not want to buy it [the shoes]	-omits plural

When grading [REDACTED] with the Holistic Oral Language Scoring Rubric from Fairfax County Public Schools, Virginia she scored between a 4 and 5 out of a 6 point scale.

Level 4.5:

- Speaks in social and classroom settings with sustained and connected discourse; any errors do not interfere with meaning
- Speaks with near-native fluency; any hesitations do not interfere with communication
- Uses a variety of structures with occasional grammatical errors
- Uses adequate vocabulary; some word usage irregularities
- Understands simple sentences in sustained conversations, requires repetition



Conclusion of Oral Language Assessment

I feel that [REDACTED] needs some attention in practicing vocabulary. At times, her word

choice is not appropriate and an audience who is not accustomed to speaking to non-natives of English may be confused. In addition to this, she would benefit from making her range of vocabulary larger.

██████████ also commits some typical transfer errors that occur with natives of Spanish. Some of the errors are a simple fix, and she must be careful of not fossilizing these errors. She would benefit with some practice with prepositions and small errors with the third person and simple past tense.

 Self Assessment of Academic Language Functions.pdf

 Self Assessment of Communication Strategies.pdf

 Self Assessment of Oral Language.pdf

 Self Assessment of Speaking Ability.pdf

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Reading Assessment

I assessed [REDACTED] reading with a sample reading from a chapter book being read in her ELA class. When I asked [REDACTED] about what she liked to read, she told me one specific book called *Sadako*. This is a book about a girl who is living in the times of WWII and discovers she has Leukemia.

I did a running record with [REDACTED] assessing her informally using the *How To Take a Running Record* article from The Story Box, The Wright Group. I assessed [REDACTED] with a text of 268 words. She had 14 errors of the reading excerpt. Her most common error was mispronouncing unknown words in addition to pronouncing only the present tense rather than the simple past. She also substituted some prepositions and omitted a couple of words. Overall her reading accuracy level for this text was 94.5% which means she is able to read this text independently.

Equation: $268/14=19$

Running Rate: $1:19 = 94.5\%$ Accuracy Rate

Reading Comprehension

Question Asked: What is this chapter about?

[REDACTED] **Answer:** They find out that Sadako has Leukemia

Question Asked: Who are the characters in the chapter?

[REDACTED] **Answer:** Sadako, the mom, Sadako's family and the doctors

Question Asked: What is the setting of this chapter?

[REDACTED] **Answer:** The Red Cross Hospital

Strategies Used for Oral Reading

Taken from DRA Observation Guide

Phrasing and Fluency – Student reads

- In longer phrases most of the time; adequate rate

Intonation – Student reads with:

- Adjusts intonation to convey meaning; attends to punctuation.

At difficulty – Student problem solves using:

- Letter sound clusters
- Pausing

Table of Errors in Running Record

Word in Text	Error	Possible Reasons
whirl	wheel	unknown word
that	repetition 2	-
in	on	prepositions
wobbly	wibly	unknown word
fell	felt	word confusion
Mr.	Mrs.	word confusion
Sasaki	repetition 2	unfamiliar name
Sadako	Sudako	unfamiliar name
an	the	word confusion
asked	ask	simple past
three	omission	-
stroked	stroke	simple past
their	omission	-
word	words	addition of plural

Sadako gets dizzy and falls down at school. She goes to the hospital to find out what is wrong.

→4←

A Secret No Longer

For several weeks it seemed that the prayers and good luck symbols **had done their work well**. Sadako felt strong and healthy as she ran longer and faster.

But all that ended one crisp, cold winter day in February. Sadako was running in the school yard. Suddenly **everything seemed to whirl around her** and she **sank to the ground**. One of the teachers rushed over to help.

"I . . . I guess I'm just tired," Sadako said in a weak voice. When she tried to stand up, her legs

had done their work well 看起來好像很健康
everything seemed to whirl around her 她覺得一切
sank to the ground 倒下去

24

wobbly felt
went **wobbly** and she fell down again. The teacher sent Mitsue home to tell Mr. Sasaki.

He left his barbershop and took Sadako to the Red Cross Hospital. As they entered the building Sadako felt a **pang of fear**. Part of this hospital was especially for those with the atom bomb sickness.

In a few minutes Sadako was in an examining room where a nurse x-rayed her chest and took some of her blood. Dr. Numata tapped her back and asked a lot of questions. Three other doctors came in to look at Sadako. One of them shook his head and gently stroked her hair.

By now the rest of Sadako's family was at the hospital. Her parents were in the doctor's office. Sadako could hear the **murmur** of their voices. Once her mother cried, "Leukemia! But that's impossible!" At the sound of that frightening word Sadako put her hands over her ears. She didn't want to hear anymore. Of course she didn't have leukemia. Why, the atom bomb **hadn't even scratched her**.

Nurse Yasunaga took Sadako to one of the

went wobbly 搖搖晃晃

a pang of fear 一陣恐懼

murmur 低語

hadn't even scratched her 甚至沒有傷到

266 100-45

25

266 100-45

266

19 94.5%

266 100-45

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Assessment Case Study (TESL...

Writing Sample 1 – Informal Writing – Title: Spooked


I have included a variety of different writing samples from [REDACTED] and graded them with both the Six Traits of Writing Rubric and the WIDA writing rubric. In the first sample writing piece, the assignment was to make a story from one of the vocabulary words that were found in the text that was being read at the time, The Outsiders. [REDACTED] picked the word *spooked* and wrote a small story of a time when she was “spooked”. I graded [REDACTED] using the Five Point - Six Traits of Writing Rubric for this assignment. In the category of Ideas she scored a 4 – Effective because she had a narrow topic, she had credible details with support and it was clear to see that [REDACTED] understood the topic. In the category of Organization, [REDACTED] scored a 3 – Developing because her lead was routine, she had logical sequencing and her pacing was under control. In Voice, [REDACTED] scored a 4 – Effective because the writing was interesting, informative, and engaged the reader. Her purpose was also consistent and she did not lose control of what she wanted to say. In word choice, [REDACTED] scored a 2 – Emerging because although she attempts to use interesting words, she did not take risks with using action verbs. The language that she uses is functional and she uses words that convey general meaning. In Sentence Fluency [REDACTED] scored a 3 – Developing because she attempts compound sentences and also starts her sentences in different ways, making the reading more interesting. In Conventions, [REDACTED] scored a 3 - Developing because she has few spelling errors and her grammar errors are infrequent. She needs a little bit more attention on using commas and other punctuation correctly. In Presentation, [REDACTED] scored a 5 – Strong because she effectively added graphics and her writing is presented in an appropriate and professional manner.

 ELL Assessment - Informal.pdf

Writing Sample 2 – History Project – Title: Good Citizen


This writing sample was collected from [REDACTED] History portfolio. Her history teacher had done a unit on the duties of a citizen and assigned a writing assignment where the

students had to write about a good citizen in their community. I graded this piece with the Five Point – Six + 1 Traits of Writing Rubric. In this writing sample [REDACTED] explains why her dad is an example of a good citizen. In the category of Ideas, she scored a 4 – Effective because she had a narrow topic, she had credible details with support and it was clear to see that [REDACTED] understood the assignment. In the category of Organization, [REDACTED] scored a 4 – Effective because she had an effective lead and conclusion, in addition to this, she had good sequencing, pacing and flow. In the category of Voice, [REDACTED] scored a 4 – Effective because the writing was interesting, informative, and engaged the reader. Her purpose was also consistent and she did not lose control of what she wanted to say. In word choice, [REDACTED] scored a 2 – Emerging because although she attempts to use interesting words, she did not take risks with this writing piece. The language that she uses is functional and she uses words that convey general meaning. In sentence fluency, [REDACTED] scored a 4 – Effective because her writing has easy flow, rhythm and includes well crafted sentences and structure. In Conventions, [REDACTED] scored a 3 – Developing because of some small grammatical errors in the last paragraph. She also needs some assistance with punctuation. In Presentation, [REDACTED] scored a 5 – Strong because her writing is presented in an appropriate and professional manner with proper spacing and a title.

 History Assessment.pdf

Writing Sample 3 – ELA Project – Title: The Breadwinner

This sample of writing is a book report that [REDACTED] was assigned in her ELA class. I feel that this piece of writing was less edited than the others and some of [REDACTED] weaknesses are revealed. In the category of Ideas, [REDACTED] received a 4 – Effective because her topic is narrowed, she had provided details and clearly comprehends the events that took place in the book that she is writing about. In Organization, [REDACTED] scored a 4 – Effective because she has an excellent lead and a good conclusion. Her sequencing, flow and pacing also work well in this piece. In the spacing and separating of the paragraphs, [REDACTED] needs a little bit of work, because towards the end of the report, it is unclear where the paragraphs are. In Voice, she scored a 3 – Developing because the report is “safe” and the purpose is inconsistent at times. In Word Choice, [REDACTED] scored a 3 – Developing because she uses some active verbs and precise nouns, but generally stays on the “safer” side of experimenting with the language. In Sentence Fluency [REDACTED] scored a 3 – Developing, as she attempts compound and complex sentences. Her sentences also begin in different ways. In Conventions, [REDACTED] scored a 2 – Emerging because she had a few errors when trying to express possessives and she also had omissions of articles and connecting words. I feel that if she had read this piece aloud to herself, she would have seen many of these errors. [REDACTED] also had a number of misspellings in this report. [REDACTED] used many direct quotes in this piece, but weaving the quotes in properly and finding appropriate quotes is something she can work on. Finally, in Presentation, [REDACTED] scored a 4 – Effective. The print is readable, but the watermark is distracting and makes the words hard to read at times. In addition to this, sometimes her spacing is difficult to follow, but the overall appearance is professional and neat.

 ELA Assessment - The Breadwinner.pdf

WIDA Writing Rubric Score: Level 3 – Developing

██████████ is at the developing stage of her writing in these writing pieces. Some characteristics of her writing described by WIDA are:

- Simple and expanded sentences that show emerging complexity used to provide detail
- Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident
- Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.

Conclusion of Writing Samples

I have included a variety of different writing samples from ██████████ and graded them with both the Six +1 Traits of Writing Rubric and the WIDA writing rubric. I have found that ██████████ needs more practice with word choice. She has great ideas, but does not always have the specific language to convey her ideas in interesting and creative ways. She often stays on the “safe side” when it comes to experimenting with vocabulary. In addition to this her conventions need some work as well. In her writing samples, I have noticed some punctuation confusion, like weather to use a comma or start a new sentence. ██████████ also needs some attention to specific grammar structures, such as the use of possessives and the third person “s”. She does however, have a good concept of ideas, voice and presentation. I would first work on word choice with ██████████ because I feel that a strong vocabulary in her writing would make it much more interesting to read for her audience. I would also slowly introduce mini-grammar lessons working on topics listed above.

 Breakdown of Scores.docx

For more information contact ██████████ ██████████

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Spooked

One night, my mom and my cousin's mom went to a wedding. My cousins and I had to stay home with the person that used to take care of me. I was just 7 years old and I was in Guatemala. We decided to go play outside on the stairs because it was dark in the yard. Me and my cousins were playing. We were playing with a ball on the stairs of my house and the ball fell down. My mom used to tell us that at the bottom of the house someone from our family past away there and now she spooked people. So me and my cousins were like "go get the ball" and I said no because I was very spooked, so I told my other cousin to go and he said no, but finally we decided that we will all go to get it. When we got there, the ball was right there and we took it when we were going up stairs we heard somebody laughing we ran up stairs and we didn't play anymore.



By:



Good citizen

My Dad

We need good citizens to make a better world and I think my dad is a example of one because he loves to recycle and he loves to clean up the street in his community . When I am not recycling, he gets mad and makes me recycle. I like that because he is making me a good citizen.

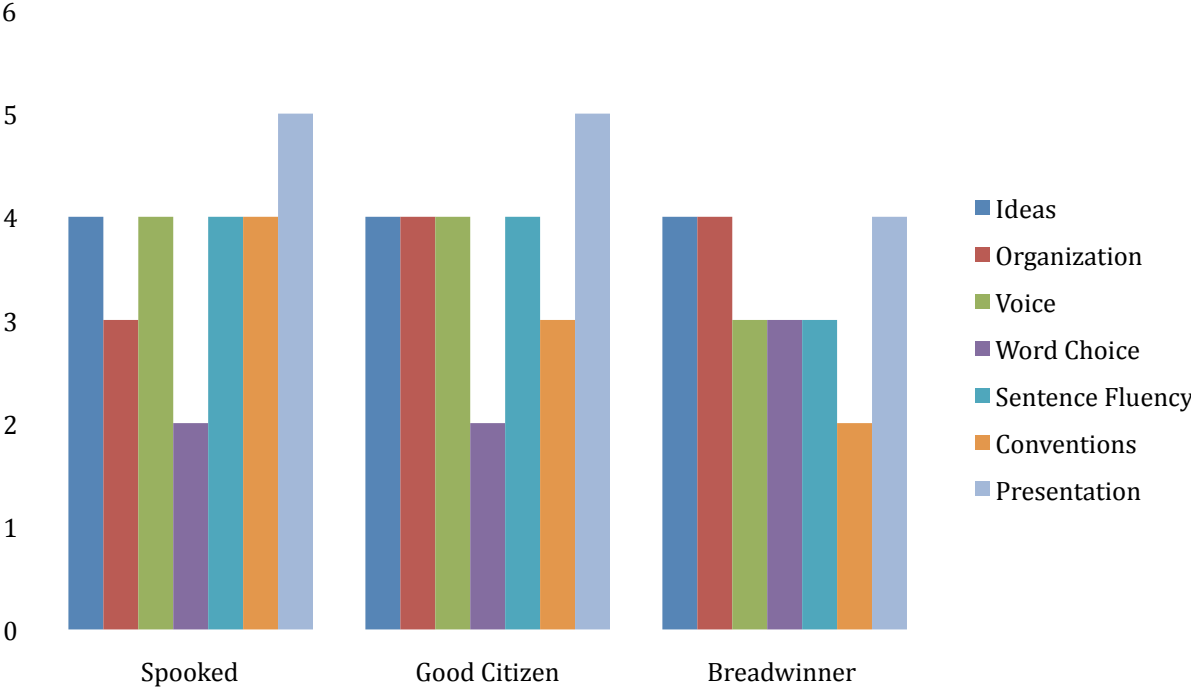
It is important to help the environment because I don't want the future people to live in a polluted world. I want them to live in a good environment with trees and plants. I like recycling all the time and I give thanks to my dad for teaching me that.

I think a good citizen sets an example for others to follow. They show that they care about his or her community and the environment. For example, the one that helps to clean up, that plants flowers in parks to make a better nature, etc. are good citizens.

By:

████████████████████

Breakdown of Scores



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Assessment Case Study (TESL...

I have discovered many useful facts about [REDACTED] language proficiency in all four skill areas in conducting the assessment case study. I first discovered why her English language skills were so high soon after her arrival to the U.S. In the background language survey, I discovered that she had attended a bilingual school in Guatemala. This explained her high levels on the ACCESS for ELLs score report in all four skill areas (listening, speaking, reading, writing).

In the formal language assessments that I included in the case study, I saw a growth in all four skill areas on the ACCESS for ELLs score report from the year 2009-2010. I noticed that her strength on the ACCESS score report of 2009 was in reading and in the 2010 her highest area was speaking. I believe that these results are very typical for a student coming from a bilingual school. It is probable that most of the materials given to [REDACTED] in Guatemala were in print, and she had a good amount of exposure to reading in English, which is why she scored so high in reading. Further evidence that supports [REDACTED] high reading level early upon arrival to the U.S is her NECAP Score report. In the beginning of the year 2009, she scored "Proficient" in reading. Her scores in listening and speaking were probably not the highest due to the lack of opportunities to speak English in the community in Guatemala. Here, in the U.S. [REDACTED] is completely immersed in the language and has many friends that she talks with in English, which explains the jump in the listening and speaking areas on the ACCESS score report for 2010.

In the oral language assessment, I found that [REDACTED] needs some work on grammar. She is always able to be understood, but her language contains some common errors. Some of these errors are due to transfer, and others are just more difficult concepts to grasp. Because [REDACTED] goes to school with many ELLs, a great deal of the input that she takes in is that of her peers, which she could be internalizing. In the oral language sample, it is also evident that she speaks with confidence and fluency.

As mentioned before, one of [REDACTED] strengths is reading. She scored above average in the running record that I conducted with her. Her reading comprehension is also very high as she answered all comprehension questions correctly. [REDACTED] also reads with a steady rate, and attends to punctuation as presented within a text. [REDACTED] has shown a high interest in reading and often reads at home.

In her writing assessments, [REDACTED] needs more practice with word choice. She has great ideas, but does not always have the specific language to convey her ideas in interesting and creative ways. She often stays on the "safe side" when it comes to experimenting with vocabulary. In addition to this her conventions need some work as well. In her writing samples, I have noticed some punctuation confusion, like weather to use a comma or start a new sentence. [REDACTED] also needs some attention to specific grammar structures, such as the use of possessives and the third person "s". She does however, have a good concept of ideas, voice and presentation. I would first work on word choice with [REDACTED] because I feel that a strong vocabulary in her writing would make it much more interesting to read for her audience. I would also slowly introduce mini-grammar lessons working on topics listed above.

In conclusion, [REDACTED] has many strengths in the four skills and needs some fine tuning in grammar and vocabulary. She has many strengths, which is great to mention to her when working on the areas in which she is developing. It is important to always build upon strengths while working on weaknesses so that the student does not lose hope or confidence.

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there is more to mention here

Assessment Result

Criterion	Rating	Criterion Comments
Presentation of the Case Study and Home Language Assessments	5.0	You might have had the Background Language Survey completed by the mother to capture her perspective about ██████ current skills. But otherwise, the case study assessment is very well done. The tools you used in each area give us an excellent portrait of ██████ English abilities and the home language surveys administered are very helpful to interpreting her levels of performance across listening, speaking, reading and writing. The WIDA scores should not be presented as scaled scores as this is hard to interpret instead use the WIDA levels (3.7, 5.3, etc.)
Selection and Administration of Assessment Measures for the Assessment of Oral Language	6.0	You did an excellent job with this area capturing her oral language abilities through both formal and informal means. However, you did not summarize what you learned from her self-assessments even though you present them here and should add this to complement your ratings with her own perception of her abilities. As to the oral language sample, I completely agree with your ratings, except that I would rate her vocabulary a 3 on the MELA-O. You did a wonderful job analyzing her oral miscues, but might have mentioned her difficulty with do/did (what else you did?). She is quite colloquial in her use of English and you might have mentioned that she has a natural and fluid rate of speech and speaks like other teens in terms of her use of colloquial English with peers.
Selection and Administration of Assessment Measures for the Assessment of Reading	4.0	Add the lexile level of the book. Having a recording of her reading would have been nice, but still, it is clear you did a very good job with this assessment. Very good use of the running record procedure. I like how you evaluated her strategies using the DRA Observation Guide. What you call "word confusion" on your chart should be reported as a "substitution". Some self-assessments would help expand the view of the learner here. How does she feel about her reading? How does she assess her own performance and what does she want help with?
Selection and Administration of Assessment Measures for the Assessment of Writing	5.0	Your visual presentation of information is excellent as is your commentary. I agree with your conclusions overall. However, I would give a lower score on Ideas in The Breadwinner and also in Organization. There are not enough transitions provided to the reader and the ideas area not always clear. So I would rate both areas a 3. Because this is less edited it does give us a better view on her needs in writing. You also need self-assessments to complement your ratings and give a view of her own perception of her writing abilities. Also do add the 5-point 6+1 traits and WIDA writing rubrics here so the reader can see them as they read your comments.
Interpretation of Results and Data-Based Decision-Making; Use of Technology to Present Results	4.0	Beautifully presented and very well organized. I think you picked an excellent student to profile for this project and I enjoyed getting to know the student through your portrayal of her performance. You do need to add more self-assessments for literacy and then talk about the self-assessment results in your conclusion. Otherwise, your case study is very well done. Excellent use of technology to present the assessment information. Consider this a 4+