

## Unit Plan—Proficient/Meets

### Unit Plan (TESL 546/548)

This is a second grade Social Studies unit that will be within the content area of citizenship. The subtopics are:

- \* **Bullying**
- \* **Problem Resolution**
- \* **Friendship**

## Cumulative Objectives

### **Linguistic:**

- \* Students will use adjectives and verbs to discuss and describe bullies during the brainstorming and role-playing sessions.
- \* Students will practice using verbs and adjectives in written sentences.
- \* The students will use complete sentences with emphasis on the use of nouns, adjectives verbs, and adverbs.

### **Communicative:**

- \* The students will be describing the various aspects and effects of bullying. They will also be asking questions to determine the bully's situation.
- \* Students will practice listening to and orally telling stories about problem resolution in their own lives. They will also be writing about a time when they were able to successfully resolve a problem.
- \* Students will describe what being a friend means to them.

### **Learning:**

\* Students will develop an understanding of what bullying is, why bullies do what they do and what strategies can be used to deal with them.

\* The students will develop effective strategies for resolving everyday social interaction problems.

\* By listening to the other students, each of them will get other perspectives on friendship and expand their own understanding of what it means to be a friend.

**Student Characteristics:** The majority of these second grade students have English language proficiency levels ranging between Developing (level 3) and Expanding (level 4) for each of the four language domains. But four of the students have Beginning proficiency levels in at least one of the language domains. Their ages range from 7.5 – 8.2. The lowest reading level is a DRA level I (early second grade). The highest reading level is a DRA level M (end of second grade/beginning of third).

Five of the students have parents that were born in Nigeria and still speak one of the Nigerian dialects at home. All five of these students were born here but use the English language only part of the time at home. Two of the students are Dominican (one was born there, the other in the U.S.), and Spanish is spoken at least half the time at home for one of them and most of the time at home for the other. One student has parents from the Dominican Republic and Cape Verde. The primary language at home is English, but there is also Spanish and Creole. One student was born in India and she is fluent in Hindi (spends each summer in India with her grandparents). The tenth person in this group lives with her mother and grandmother, both of whom were born in Portugal. Portuguese is spoken about half the time at home. None of these students is literate in any other language besides English.

## Unit Objectives

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### **Individual Lessons**

## **CITIZENSHIP UNIT LESSON #1 BULLYING**

**Anticipatory Set/Motivator:** During our usual morning meetings where we normally discuss classroom issues, the whole class will brainstorm the: **who,**

**what, when, where, why, and how** details of bullying. What is bullying? Why do bullies bully? When does bullying happen? Where does it happen? Why do bullies bully? How should we deal with it? **Note:** this would take place over the course of two to three days, using 15–20 minutes each time.

## **Standards**

### **WIDA ELP Standards**

**Standard 1: Social and Instructional Language**

**Standard 5: The language of Social Studies**

**NOTE:** These would be used for the Listening and Speaking domains within the Social Studies content area of bullying.

### **GLE's (Oral Communication):**

**OC -2-1: Following verbal instruction and multi-step directions to answer question or perform.**

**OC -2-1-4: Participate in large group discussions.**

### **Purpose: Communicative, Linguistic, & Learning Objectives**

**Linguistic :** Students will use adjectives and verbs to discuss and describe bullies during the brainstorming and role-playing sessions.

**Communicative:** Students will be describing the various aspects and effects of bullying. They will also be asking questions to determine the bully's situation.

**Learning:** Students will develop an understanding of what bullying is, why bullies do what they do and what strategies can be used to deal with them.

**Materials\_:** none required

**Methods/Procedures\_:** Natural Approach/Role Playing

After the morning meeting and brainstorming session about bullying, the students will be split into small groups of 3–4 students, with each group being given a situation to act out for the rest of the groups. Groups will consist of students at adjacent development levels. There will be one person designated as the **bully**, but only that person will know his/her circumstances that are the cause of the behavior. The other students in the role-play will be unscripted

and will be reacting to the bully while applying strategies for dealing with bullies. The audience (the other students) will be asking questions to determine what the bully's situation is. They will also be describing the behaviors they are observing. The final task for the audience will be to make suggestions for dealing with the bully's actions.

**Summary/Review:** Students will gather as a whole group to review and describe what happened in each role-playing session, and to discuss strategies for dealing with similar behavior in the future. The teacher will lead the discussion by questioning the participants and audience members.

**Evaluation:** WIDA performance indicators; teacher questioning and prompts with observation of oral responses by students.

**Teacher questions/prompts will include the following:**

- \* What did you notice? What was happening? (Beginning)
- \* Describe how you think the bully was feeling? (Developing)
- \* What do you think the kids dealing with the bully were feeling? (Developing)
- \* What are some of the strategies you would recommend for dealing with what the bully was doing? (Expanding)
- \* What connections can you make between what you saw and situations that you have handled with success? (Expanding)

**Anticipatory Set/Motivator :** During our usual morning meetings where we normally discuss classroom issues, the whole class will brainstorm the: **who, what, when, where, why, and how** details of bullying. What is bullying? Why do bullies bully? When does bullying happen? Where does it happen? Why do bullies bully? How should we deal with it? **Note:** this would take place over the course of two to three days, using 15–20 minutes each time.

## **Standards**

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**Standard 1: Social and Instructional Language**

**Standard 5: The language of Social Studies**

**NOTE:** These would be used for the Listening and Speaking domains within the Social Studies content area of bullying.

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**OC –2–1: Following verbal instruction and multi-step directions to**

**answer question or perform.**

**OC -2-1-4: Participate in large group discussions.**

**Purpose: Communicative, Linguistic, & Learning Objectives**

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**Communicative:** Students will be describing the various aspects and effects of bullying. They will also be asking questions to determine the bully's situation.

**Learning:** Students will develop an understanding of what bullying is, why bullies do what they do and what strategies can be used to deal with them.

**Materials :** none required

**Methods/Procedures :** Natural Approach/Role Playing

After the morning meeting and brainstorming session about bullying, the students will be split into small groups of 3-4 students, with each group being given a situation to act out for the rest of the groups. Groups will consist of students at adjacent development levels. There will be one person designated as the **bully**, but only that person will know his/her circumstances that are the cause of the behavior. The other students in the role-play will be unscripted and will be reacting to the bully while applying strategies for dealing with bullies. The audience (the other students) will be asking questions to determine what the bully's situation is. They will also be describing the behaviors they are observing. The final task for the audience will be to make suggestions for dealing with the bully's actions.

**Summary/Review:** Students will gather as a whole group to review and describe what happened in each role-playing session, and to discuss strategies for dealing with similar behavior in the future. The teacher will lead the discussion by questioning the participants and audience members.

**Evaluation:** WIDA performance indicators; teacher questioning and prompts with observation of oral responses by students.

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- \* What did you notice? What was happening? (Beginning)
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- \* What connections can you make between what you saw and situations that you have handled with success? (Expanding)

**CITIZENSHIP UNIT  
LESSON #2  
Problem/Resolution**

**Anticipatory Set/Motivator\_:** Read aloud from Dealing With Fighting..(need author's name). There will then be a whole group discussion of which strategies work best in various situations. Teacher will list on chart paper student responses to various problem situations.

**Standards**

**WIDA ELP Standards**

**Standard 1: Social and Instructional Language**

**Standard 5: The language of Social Studies –**

**Note:** These would both be used within the Listening, Speaking, and Writing Domains using the Social Studies content area of problem resolution.

**GLE's (Oral and Written Communication)**

**OC -2-1: Following verbal instruction and multi-step directions to answer questions or perform.**

**OC -2-1-4: Participate in large group discussions.**

**W-2-5.5: Writing about observations and experiences.**

**Purpose: Communicative, Linguistic, & Learning Objectives**

**Linguistic :** Students will practice using verbs and adjectives.

**Communicative:** Students will practice listening to and orally telling stories about problem resolution in their own lives. They will also be writing about a time when they were able to successfully resolve a problem.

**Learning:** Students will develop effective strategies for resolving everyday social interaction problems.

**Materials:** construction paper, lined paper, markers, pencils, chart paper

**Methods/Procedures:** Natural Approach/Cooperative Learning

**Step 1:** After the read aloud and group discussion, the students will work in small groups to draw and write about a time when they successfully resolved an issue with someone in school or at home. Each student will produce their own drawing about their own situation. **Step 2:** Then, as a group the students will put together a list on chart paper of the successful strategies they had in common.

**Summary/Review:**

Students will then gather as a whole group again to "share-out" their work and ideas. They will display their individual drawings, describe the situation they drew about, and will be given the option of reading the narrative they wrote about their own problem situation. Each group will report to the rest of the class what the successful strategies were that they all had in common.

**Evaluation:** WIDA performance indicators for Listening, Speaking, and Writing domains. Writing Rubric from 6+1 Traits of Writing by Ruth Culham (Scholastic). Oral contributions will be evaluated by teacher observation of verbal questions and prompts.

**Questions and Prompts will include:**

- \* What are some of the things you can do to solve problems? (Beginning)
- \* Describe the successful strategies that your group had in common? (Developing)
- \* Compare two successful strategies. How are they the same? How are they different? (Expanding)

**Independent Practice/Homework:** Students will interview family members to find out how they resolve problems in their own lives. Responses will be written down and shared in class as part of a follow-up group discussion.

**CITIZENSHIP UNIT**  
**LESSON # 3**  
**Friendship**

**Anticipatory Set/Motivator:** Students will be given a supply of magazines and old yearbooks from which they will be asked to collect pictures and words that they think show what friendship is. After each student has their own collection,

all students will gather on the rug to share what they have.

## **Standards**

### **WIDA ELP Standards**

**Standard 1: Social and Instructional Language**

**Standard 5: The language of Social Studies**

**Note:** These will be used within the Listening and Speaking domains with the Social Studies content area of Citizenship and Communities.

### **GLE's (Oral Communication):**

**OC-2-1: Following verbal instruction and multi-step directions to answer questions or perform.**

**OC-2-1-4: Participate in large group discussions.**

### **Purpose: Communicative, Linguistic, & Learning Objectives**

**Linguistic:** Students will use complete sentences with emphasis on adjectives and adverbs.

**Communicative:** Students will describe what being a friend means to them.

**Learning:** By listening to the other students, each of them will get other perspectives on friendship and expand their own understanding of what it means to be a friend.

**Materials:** magazines, yearbooks (from our school), mural paper, scissors, markers, glue sticks, pencils, glitters, stickers

**Methods/Procedures:** Scaffolding (frontloading of background knowledge and vocabulary); Mediating tools (pictures, collages); Practice (interviews); Natural Approach (building community- group project on friendship mural).

**Step 1:** After students have created their own individual supply of pictures and words about friendship they will meet as a whole group to share out.

**Step 2:** Teacher will record on chart paper each student's favorite description of what a friend is. Teacher then will guide the writing of a class definition for friendship.

**Step 3:** Students will then work as one group to create a class mural/collage of friendship, using their own collections of pictures and words

**Summary/Review:** After completion of the mural students will gather again to review what friendship is (revise class definition if needed), why it's important to a community, and how each student intends to be a better friend.

**Evaluation:**

WIDA performance indicators

Teacher observation of large group discussions for use of content-related vocabulary and use of adjectives to describe friendship.

Teacher observation of student responses to verbal questions.

**Teacher Questions and Prompts:**

- \* What is a friend to you? (Beginning)
- \* Describe how you are a friend to people in and out of school? (Developing)
- \* Compare two book characters as friends. How are they the same? How are they different? (Expanding)

**Independent Practice/Homework:**

Students will interview their families to find out and record how they define/describe being a friend. They will then be given the opportunity to share this information with the class in a whole group format.

**Performance Indicators****Language Domain****Level 2/Beginning****Level 3/Developing****Listening**

\*Follow two-step directions

\*Identify "picture" words (adjectives) from oral information

\*Follow multi-step directions

\*Ask wh-questions of read aloud and role-plays

\*Re-tell in own words even and read aloud

**Speaking**

\*Tell about events and people in own life

\*Make predictions based on events and descriptions of events

\*Describe events

\*Make lists

\*Produce narratives that use grade level adjectives

\*Create drawings

\*Produce sentences

\*Describe events and people

**Writing**

(All above will be about bullying, problem solving, and friendship)

\*Describe what happened in read aloud and role-play

**English Language Proficiency Standard 1/Social and Instructional**

## Language/Grade Level Cluster K-2

Language Domain	Level 2/Beginning	Level 3/Developing
<b>Listening</b>	*Follow two-step oral directions	* Follow multi-step oral directions * Identify successful strategies
<b>Speaking</b>	*Describe events in role-play or in own life.	*Make suggestions for dealing with bullies and solving problems. *Predict outcomes of role-play scenarios
<b>Writing</b>	*Make lists *Produce drawing and write about it – caption or sentence/short phrase	*Describe events and situations in own life. *Produce a narrative

## English Language Proficiency Standard 5/The Language of Social Studies/Grade Level Cluster K-2

### Assessment Result

Criterion	Rating	Criterion Comments
Specification of the ESL Learners	5.0	Nicely done. Very comprehensive picture of the learners.
Identification and Use of Learning Standards	5.0	Well done
Unit Goals and Objectives	4.0	Your linguistic objectives do need work on both the overview and the individual lessons. They are too vague. Do make it much more specific as to the terms you will be targeting for each part of speech (noun=bully; victim, etc.; verb=badger, belittle, threaten; adverb=angrily, etc.; adjective=mean, etc.). You might also differentiate these so you advance the linguistic knowledge for students of all proficiency levels.

Classroom Materials and Resources Used in the Unit	5.0	well selected and used.
Incorporation of Research-Based ESL Teaching Strategies and Activities	4.0	You missed naming a few methods and also need to assign roles in order for the pair/group activities to become Cooperative Learning. But other than that, well done, so consider this a 4+
Evaluation Activities are Well-Designed/Planned	5.0	Very good work. You really understand how to write these and how to differentiate these. Do see the little comments on your Performance Indicators.

# Tutoring Project-Proficient Work Sample

Pre and post assessment

12/1/10 9:52 AM

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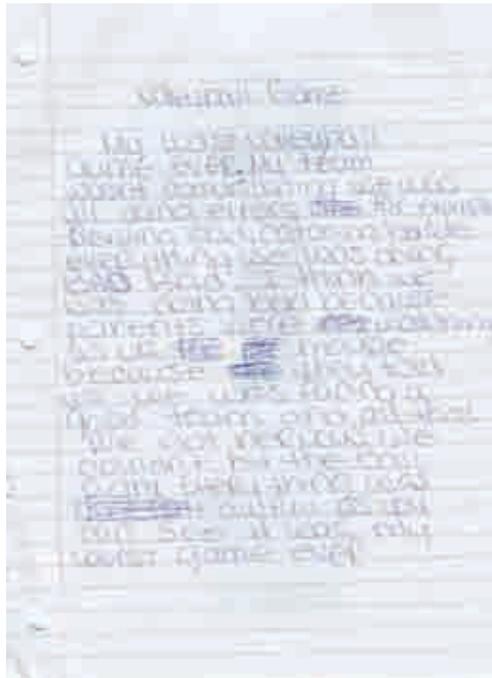
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT



Tutoring Project (TESL 507)

## Learner Assessments (Pre/Post)

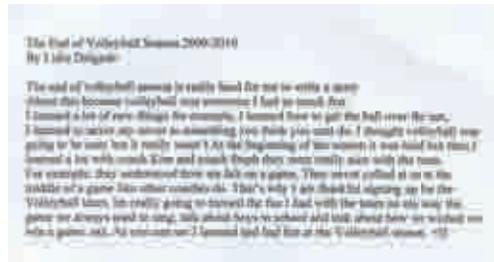
In this section you will add the pre assessment data that guided you in selecting your goals. When you complete your tutoring sessions, you will return to this section to add the post assessment data.



After discussing the student's level of proficiency in both reading and writing as well as her NECAP scores in reading, writing, and math, all of which were significantly below proficient, with her former teacher and coach, and examining her first written sample and ACCESS scores, I arrived at the following goals for the tutoring sessions.

Linguistic Goal: to identify and use the past tense in oral and written.

Communicative Goal: to retell past events, narrate past experiences, and explain how current and past events affect her life.



[post](#)

Click above for a larger view of the post tutoring assessment..

■■■■ appears to have more control over her use of past tense in retelling past events. She had fewer errors with past tense verbs. When asked to write this summative piece about her experiences with volleyball this season, she expressed herself clearly. Her writing showed signs of her understanding of it being academic writing that was of a descriptive format. She had an introduction, expressed her feeling clearly and appeared to end the piece with a concluding statement that fit the expected format. She had some issues with conventions of spelling and punctuation and overgeneralized a few verbs in the past tense. Overall she was very proud of her piece and asked for it to be shared with her English teacher.

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Published: 7/4/2010 Date Modified: 11/20/2009



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## FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Tutoring Project (TESL 507)

TUTORING SESSIONS PG 2 |

### Description of the tutoring sessions

In this section you will describe each tutoring session. To each session, describe the focus, activities and the methods and materials you will use. You may also describe the outcome of the session and next steps.

#### Tutoring Session 1:

After the initial introductory meeting with [REDACTED] and analysis of her first written sample, The Volleyball Game, I established that [REDACTED] areas of need were mostly in written expression for academic purposes. She often migrated from conversational to narrative text and back again. I interviewed her about her interests and her experiences in school. She expressed interests in music, sports, her disdain for girls who fight and algebra, teen pregnancy, her very busy schedule and her less than enthusiastic view of the establishment of school uniforms for the coming school year. She expressed that she was in "regular class" and was expected to do "the same work as everyone else". She stated that this was a source of concern for her as she wanted to do her very best. Her oral language was relatively clear but labored and she expressed concern about working on a book report for her portfolio.

I began a conversation with her about the Chris Brown and Rhianna drama. She began answering in present tense as a means to explain that she still likes his music, but that he makes bad choices. She stated that men should not hit women, no matter what. She was very candid in her views and answered all of my questions. When her intent was unclear, I asked probing questions and recast her statements to receive clarity and to set past items in the past tense.

It was at this time that I introduced a cloze piece which needed the use of past tense verbs to describe a trip to the movies. I stated that sometimes choosing a past tense verb can be tricky, so I suggested reading the entire piece before beginning. She read the piece aloud and got right to work. After she finished, she read her choices in the context of the paragraph and felt that she did a good job. She did state that some spaces could have held a few different words.

We reviewed a brief article together from Turntoten.com about the freak snow that was experienced in our area the day before. While reading, [REDACTED] pointed out that the writing was written mostly in the past because it described the snowfall from the day before. She was quick to point out that the author did reference the present conditions and the future toward the end of the piece, as it was a forecast. [REDACTED] also reviewed a piece that I had written and stated that I hadn't worked very hard on it because there were many mistakes. She was offered a highlighter and pen and proceeded to critique the poorly written piece. She read the piece aloud and circled things that she felt were wrong. She attempted to edit these errors and asked for help only on the items that she talked through and that still sounded wrong to her.

We agreed to write a new past tense piece for our next meeting. The subject was to be the worst thing that we ever ate. I stated that I would be more aware of my audience and be more careful about the proper usage in this next piece. [REDACTED] agreed and stated that she already had an idea for her piece.







We're = We die

Tutoring Sess on 3: Today's lesson was to work with [redacted] worst thing piece and have her analyze it using a cr tical eye. When I arrived, [redacted] stated that she had done the piece but didn't to share it because it was hard to read. I stated that I wasn't concerned if it was messy , as it was a draft copy. She reluctantly handed it over and I suggested that she read it to me and I'd transcribe it for her so that we could get to the content (use of past tense verbs in retelling). I transcribed and she read. This process took longer than I had hoped because [redacted] would read a statement, think about it, try to rephrase it, and eventually settle on her original statement. After this process, she used a highlighter to pick out where she used the past tense well. Her p ece was rather conversational in nature, but her intent to retell in the past tense was obvious. She did switch from past to present tense to conclude her piece with a general statement about herself.

After reviewing her worst thing p ece, I inquired about how close she was to being ready to start on her book report. She stated that she still wasn't done with the book, but she gave me an oral update on what the characters were up to. She seemed to have a more clear sequence and better grasp of who the characters were. She had forgotten her reading journal so we couldn't share her most recent entries. I stated that if she was done with her book by our next sess on that she could use my laptop to start typing her draft. She agreed to keep at t in her sustained silent reading per od and try to take the book home to keep reading.

I asked [redacted] if she had gotten the swine flu vaccine form in the mail at home for our district's flu clinic. She stated that her mom had only received one form and she had four kids. I luckily had a two copies with me and asked [redacted] to give them to her mother. I also stated that her mom could send a note to school for another form or go to the health department webs te. She was worried that there would not be enough vaccine. I stated that she wasn't the only one. People all over the state were feeling the same way. As a transition from the swine flu concerns to a focused activity, together we read an excerpt from the Providence journal. The article discussed the fact that health officials were having difficulty accessing enough vaccine for the number of doses that would be needed. She underlined the places where past tense was used and pointed out that the author didn't always stay in the past tense. She stated that they(health officials) should have already figured all of it out so that people would not be worried. I agreed with her and we needed to end the session. At our next session we planned to discuss an article about the balloon boy that she had been hearing about on the news and in her conversations with her peers.

### The Worst Thing I ever ate

Last Monday, my friend and I went to the Chinese buffet, so I ~~went~~ to try clones. They ~~were~~ disgusting. The ~~food~~ was very sour, salty, soft and slimy. Then I ~~ate~~ the sushi and it ~~was~~ not fish. It was cold and it ~~wasn't~~ good. That night my mom made chicken ~~and~~ soup and it ~~was~~ carrots. When I took a scoop of the soup, I ~~was~~ nauseous. When I ~~ate~~ the carrots. My mom told me that they ~~were~~ good but they ~~were~~ in your face. The funny thing is that I like carrot cake. The next day I ~~went~~ to school and they ~~were~~ sick. My friend ~~wants~~ me to try them and I don't like them because they ~~were~~ cold and sour. I don't mind them in a wrapper.



Tutoring Sess on 4: When I arrived, I had brought my laptop in hopes that [redacted] would have finished her book. Sadly, she had not, and stated that she was not allowed to bring the book home to work on the reading. I initiated a role playing exercise. I was a police officer asking for her statement after she had just witnessed a car accident . I asked her questions so that she would retell the events as they had happened. I stated that I had just arrived and needed her statement to fill out my report. She very clearly stated what had happened. A lady had been talking on her cell phone and wasn't paying attention while driving and had hit the back of another car. [redacted] heard the crash and a phone flew out of the window onto the sidewalk at her feet. [redacted] stated that driving and talking or texting causes people, even kids, to get hurt. She stated that the lady was really lucky that no one got hurt. She stated that I, the police officer, should write her a ticket.

After this rousing role play we changed gears into reading ,discussing, and writing about the "Balloon Boy" that we had discussed briefly in our last session. The piece was a discussion about the authenticity of the entire situation. It was an Associated Press article accessed through Yahoo.com. We partner read the article and briefly discussed its content. [redacted] pointed out that the piece tended to stay in the past tense only when the speakers were discussing what had already happened, but that they slipped into present tense when they were discussing things that were happening now. She stated that if the dad did this as a way to get attention, then he was a jerk. I asked [redacted] to retell the main points of the article. I typed her oral product.

The focus of our final session was to be a discussion of her progress, any concerns or clarification that she needed with reference to how to write using an academic voice rather than a conversational one, and to conversationally check her use of past tense . It would conclude with the composition of her post assessment piece.

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## FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

[Redacted]

Tutoring Project (TESL 507)

Tutoring session 4 :



Tutoring Sess on Five: This was a brief 30 minute session, as she was going out for a celebratory dinner wth her volleyball team following our session. When I asked [redacted] how her book was coming along, she stated that she was almost finished. She filled me in on how the main character was going about getting her needs met. [redacted] stated that because the main character had found another girl, who was cool and older, she could really talk about why she needed to change her behav or. [redacted] predicted that the two girls would become better friends and that the main character would stop doing things that were bad for her. She would spend time with her new friend who accepted her because she understood where she was coming from. I told her that I wished I could meet with her again to help her to work on the book report, but she said that she felt confident that she would do a good job and would ask an adult to help her to edit it before she handed t in.

As the volleyball season had just ended, her final writing piece, the post assessment, was to write about her experience playing this season. I handed her my laptop and asked her to write what she felt about the season good, bad, or otherwise. She typed and talked to herself, trying out her wording. She often looked at me as if to bounce her deas off of me. She didn't ask directly for assistance, but appeared to be self-monitoring by talking through her piece as she wrote it. I was very proud of her reluctance to ask for the right words and her confidence to say what she was feeling. She asked that I print the piece so that she could also share it with her English teacher. Her sample can be found on the pre-assessment and post-assessment page.

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## FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Tutoring Project (TESL 507)

### Conclusion/Effect on Student Learning

Go back to the assessment section to add your post assessment. Then, return to this section to report your conclusions about the effectiveness of your tutoring sessions on your stated objectives (linguistic and communicative). You will base your conclusions on the documented changes in your learner's performance, comparing pre-assessment results to post-assessment results. Explain and discuss your results.

Overall, the pre-assessment and post-assessment data show the work of a student at the developing (writing) stage. [REDACTED] first sample was brief and she haphazardly used past tense to describe the worst volleyball game ever. It was clearly a conversational piece to express her frustration with her worst game. She did use a concluding phrase to end the piece. She had issues with spelling, use of past tense and subject verb agreement. She used run-on sentences, inserted slang terms, and used capital letters for emphasis. Her use of descriptive adjectives was limited and she appeared to be referencing nervousness more than once within the piece. Her work was handwritten, contained many cross outs and was torn from a notebook.

Over the course of our sessions, [REDACTED] was exposed to more academically written pieces. These modeled for her the proper use of past tense for a variety of purposes. She read a teacher-created piece and edited it with a critical eye. In the cloze procedure piece, she used her expressive language to fill in what she felt best fit into the context. In returning to her volleyball experience for her post-assessment piece, I felt that I could best assess her growth over the course of our tutoring sessions because it offered her a chance to use the skills that we had worked on to improve her expression of her feelings about the season.

Her final piece retained some of the initial errors with reference to spelling and use of run-on sentences. She did overgeneralize the use of one past tense verb, but used most of her past tense verbs properly. She used these verbs correctly and presented ideas that flowed logically. She took this piece to a much more academic level. It was clearly her purpose to use the piece to express emotion. In her first statement, she expressed positive emotion in her endeavor to relate a past experience to the reader. She was well aware of her audience and painted a clear picture of her season as a whole. The post-assessment was a more comprehensive piece than her first sample and she appeared to be using the genre of explanation well. She described the season, explained the reasons why it was a positive experience and made a critical statement about the experience.

Overall, I feel that the student made some gains in her use of proper use of past tense. Continued work on this skill would be necessary to see a more consistent use within the context of her required academic writing. Her ability to relate past events in writing has helped her to write more interesting text. She was able to express what makes a form correct and has somewhat generalized the rules that govern the use of past tense in her written samples. This

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## FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT



Tutoring Project (TESL 507)

Tutoring session 4 :



Tutoring Sess on Five: This was a brief 30 minute session, as she was going out for a celebratory dinner wth her volleyball team following our session. When I asked [redacted] how her book was coming along, she stated that she was almost finished. She filled me in on how the main character was going about getting her needs met. [redacted] stated that because the main character had found another girl, who was cool and older, she could really talk about why she needed to change her behav or. [redacted] predicted that the two girls would become better friends and that the main character would stop doing things that were bad for her. She would spend time with her new friend who accepted her because she understood where she was coming from. I told her that I wished I could meet with her again to help her to work on the book report, but she said that she felt confident that she would do a good job and would ask an adult to help her to edit it before she handed t in.

As the volleyball season had just ended, her final writing piece, the post assessment, was to write about her experience playing this season. I handed her my laptop and asked her to write what she felt about the season good, bad, or otherwise. She typed and talked to herself, trying out her wording. She often looked at me as if to bounce her deas off of me. She didn't ask directly for assistance, but appeared to be self-monitoring by talking through her piece as she wrote it. I was very proud of her reluctance to ask for the right words and her confidence to say what she was feeling. She asked that I print the piece so that she could also share it with her English teacher. Her sample can be found on the pre-assessment and post-assessment page.

For more information contact [redacted] [redacted]

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Published: 7/4/2010 Date Modified: 11/20/2009

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## Assessment Details

[Return](#)

Assignment: TESL 507 Tutoring Project

Submitted: 11/20/2009

Assessed by: Cloud, N

Student: [REDACTED]

[View Work](#)    Attached Document(s): None

### ASSESSMENT DETAILS

#### Assessment Result

Criterion	Rating	Criterion Comments
Description of the Learner	5.0	You have some editing to do here--fifteen-year-old serves as an adjective, needs to be hyphenated. Some spacing too, but I know it was really a first time with put ing things in Chalk & Wire, so don't worry about that--next time. Other than that, the description of the learner and the context for providing the tutoring sessions are very richly presented.
Use of Appropriate Assessments to Identify a Focus for he Tutoring Sessions	4.0	Overall, you made good use of all the information you collected about this student. However, I think had your linguistic objective been a little more focused, it would have helped you really dig in across the tutoring sessions, rather than focusing so broadly on past tense usage. For example, you could have focused on subject verb agreement and verb variety in the use of past tense. Other than this, I think you did a nice job identifying a focus for your tutoring sessions and doing it in a way that would motivate her to work with you--very connected to real world experiences and interests of teens.
Tutoring Goals and Objectives Linked to	4.0	Communicative is very well done and linguistic is almost there--just needs a tiny bit more focus on what exactly you mean by correct form of the past tense (regular vs. irregular form; subject-verb agreement,

#### Comments

Overall Comments

Inline Page Comments	Number

Standards		etc.).
Learning Activities and Materials	5 0	You might want to add that overall you used the writing process with her and guided writing activities. Otherwise you satisfactorily identify your methods and materials. You did a nice job motivating her to work across the sessions and using materials that engaged her. You gave rich descriptions of each session. However, in the future, you might want to take out some of the side conversations that transpired and just concentrate on your procedure for each tutoring session and her response to instruction. I really like the authentic reading, writing and speaking you built into your sessions.
Assessment to Determine Effect of Instruction on Student Learning	4 0	It was important to quantify the pre-assessment performance so you could compare it to results of the post-assessment. How many errors and what types of errors did she make in use of past tense verbs in the pre-assessment? How many errors and what types of errors did she make with past tense verbs in the post assessment? This type of data would make your conclusions stronger. Still it is clear she made progress. In the future when you look at student work, try not to get distracted by the other aspects of student performance in your discussion--just look at your target objectives alone and ignore all the rest, OK? But overall good work, Anne-Marie.
Professional Presentation of Information	5 0	Next go around with Chalk and Wire, do try to use text features like use of headings, bolding, italics and spacing more effectively. Keep your replies separate from the directions by spacing a bit more ahead of your text, OK? I know you are just getting started so no problem. Good for you that you got going in Chalk & Wire!

**Return**