

ELL Report Template

1. Description

- a. **The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).**
The field experience occurred during tutoring hours in the teacher's classroom.
- b. **The student(s)—use a pseudonym to maintain confidentiality—with whom you are working (e.g. age, grade level, level of English Proficiency, personal characteristics based on observations/interactions, other information that may give the reader a more in-depth description of the student)**
Kham Trinh is an 11th grade student in Advanced Placement English Language. He was my student in both 9th grade honors English and 10th grade honors English. He is highly motivated and has an advanced level of English proficiency, especially oral fluency; he pushes himself to take honors and Advanced Placement courses, even though he sometimes struggles because of his limited English. His parents do not speak much English so he regularly speaks Vietnamese at home. He can read complex texts in English, though he tends to struggle with older texts because of their complicated syntax, as opposed to more contemporary literature. His greatest struggle in English concerns writing and grammar, and he struggles to abide by all conventions of the English language.
- c. **The days and times that you met with the student.**
I met with the student twice a week for an hour each meeting. This occurred for 3 weeks.
- d. **Ways in which you interacted/engaged with the student (including pedagogical strategies).**
The student brought current writings to each meeting; these consisted of written assignments he was preparing to turn in for a variety of subjects. These writings were used as the fodder for English instruction. After reading his work, I determined we would address two of his most basic grammar errors: possessive/plural nouns and subject-verb agreement. I selected sentences that contained these grammatical errors; then, I demonstrated why the sentence contained an error, provided the student with another sentence containing the same mistake, showed the student how to correct the mistake in the practice sentence, and then had the student rewrite his own sentence correcting the error. Based on the types of grammar errors being made, the student was assigned practice work from No Red Ink (noredink.com). On the second day of tutoring for the week, the student practiced writing on new topics related to homework he

was currently working on; the focus was on not making the types of errors discussed earlier in the week.

2. Objectives and Assessments

Write 2-3 learning objectives and state how you will assess each. Provide evidence for meeting the objectives.

Objective	Assessment	Was the objective met? Evidence of student learning.
<i>(Content) The student will investigate the characteristics of quadrilaterals.</i>	<i>(Formative). I will observe and ask questions while the student is working.</i>	<i>Yes. Maria was able to look at the quadrilateral manipulatives and identify (show and explain) all the characteristics of each.</i>
The student will use the correct possessive form when writing.	The student will identify other sentences with possessive errors. The student will correct his own sentence containing possessive errors. The student will write new sentences without possessive errors.	Yes. Trinh was able to identify the correct way to create possessive nouns and to correctly use possessive in new sentences.
The student will use correct subject-verb agreement.	The student will identify other sentences with subject-verb agreement errors. The student will correct his own sentence containing subject-verb agreement errors. The student will write new sentences without subject-verb agreement errors.	Yes, with approximately 90% accuracy, Trinh was able to identify the correct subject-verb agreement and to correctly use subject-verb agreement in new sentences. He did still struggle with some of the non-typical subject verb pairs.

3. Resources

You are required to use 2-3 ELL-specific resources to help inform your understanding of ELLs and increase your pedagogical strategies to assist students who are English Language Learners (ELLs). You may use the resources listed within the module or other resources available to you. Briefly describe how the resources were used to assist in your experience.

I used sheltered instruction techniques and comprehensible input by teaching at a level just beyond the student's current level of language competence. By using actual sentences written by the student, I ensured that the learning content was not too simple for the student. Moreover, by allowing the student to examine the writing he was completing for homework in each of his classes, the lesson was differentiated and student-centered. The sentences were relevant to him and his learning since they had a purpose beyond our tutoring sessions.

I also used the website No Red Ink (noredink.com). While this website is not designed specifically for English Language Learners, it offers a simple and targeted method for differentiated grammar instruction. Students can work on specific skills, which was ideal for this tutoring session since Trinh could work on specific topics.