

# ELL Report Template

## 1. Description

- a. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).

8th Grade Engineering and Technology Class

- 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)

- 14 years old
- 8<sup>th</sup> grade
- Low English Proficiency (Spanish is her First Language)
- “Angela”

- c. The days and times that you met with the student.

Thursday, February 27<sup>th</sup>, 2021--30 minutes introductory meeting

Thursday, March 12<sup>th</sup>, 2021--20 minutes information gathering meeting

Thursday, March 19<sup>th</sup>--20-minute meeting showing Angela my suggestions

Angela has my class for 45 minutes sessions, four days a week so numerous observations and individual conferences were held over the semester, also.

- d. Ways in which you interacted/engaged with the student (including pedagogical strategies).

Individual conferences

Formative observations

Provided class notebooks

Provided video demonstrations for class

Checklists and Rubrics were provided for students

## 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.  |
|--|---|---|
| <p>The student will investigate tools and resources that can help bridge her language gap. For example, in PowerPoint, she was shown how to convert text using “translate to Spanish.”</p> | <p>After showing Valeria a video that highlights various extensions, add-ins, and other resources that she can utilize for instruction in the future, I asked her to complete a 5-question survey about what strategies she enjoyed trying out and what could help her improve.</p>   | <p>Yes. Angela was very receptive to help and advice. She really seems to like technology and wants to find ways to overcome her language barrier and help her learn more. She was very easy to work with.</p>  |
| <p>The student will utilize immersive reader in her OneNote Class Notebook to study and make sure she understands important vocabulary related to course content.</p>                      | <p>I will observe Angela while she is working and periodically ask questions about the content during my observation. I am also looking for an improvement of comprehension as part of the class formative assessments.</p>   | <p>Yes. Angela made noticeable improvements in her content comprehension. However, her English proficiency is very low, and she needs a good bit of scaffolding to ensure success with her projects. Because I use scaffolding on a regular basis, I feel I have been able to successfully help her in this area.</p> |
| <p>The student will watch videos showing each step of how to create a PowerPoint and attempt to create one of her own.</p>   | <p>After she watches the videos, the teachers will observe how successful she is at working independently on a PowerPoint. If she is not successful or has questions along the way, she can watch again as needed. Also, I created Edpuzzle variations for her to watch asynchronously to prompt Angela to think critically about the choices she is making as she does her work.</p> | <p>Although there has been noticeable success, Angela still needs a lot of support. She has a great attitude and is very open to help and support. Her lack of English comprehension is affecting her learning and she wants to work hard to overcome this. I hope I have helped make a difference for her.</p>       |

### 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 have created and utilized OneNote class notebooks in the past, but they are of course always a work in progress. Even though I was aware of Immersive Reader and the Translator Add-In, I have not utilized it like I should have in the past for ELL students. It is important to serve these students and reinforce resources for academics that can help them be successful in all areas of school. There are many great educational technology resources out there for ELL students and I am glad I had this experience with Angela so that I can not only help her, but other ELL students in the future.

Some resources I can implement to help my ELL students are:

- **Go to Strategies:** Scaffolding Options for Teachers of English Language Learners, K-12
- **Immersive Reader**
- **Microsoft Translator**
- **WIDA Can-Do-Descriptors:** Angela is level 1 in all areas (almost level 2)

Can-Do-Descriptors are explained below:

The Can-Do Descriptors highlight what language learners **can do** at various stages of language development as they engage in the following contexts:

- Early care and education (ECE) English and Spanish language development
- K-12 English language development
- K-12 Spanish language development

Like the WIDA Language Development Standards, the Can-Do Descriptors represent what learners can do with language across different content areas. Although the Can-Do Descriptors relate to the Standards, they don't replace them but supplement them during instruction.

Educators and early childhood practitioners can use the Can-Do Descriptors in the following ways:

- Collaborate and engage in conversations about language for learning as children and youth move along the continuum of language development
- Advocate for language learners to have equitable access to developmentally appropriate content
- Differentiate instruction and classroom assessment
- Understand ACCESS for ELLs test scores