**ELL Report Template**

1. ***Description***
   1. The setting of the field experience (e.g., in a classroom, at a community organization location, etc.).  
        
      An ESOL-served Mathematics classroom at Gainesville High School, with myself as main teacher, and a Spanish-speaking parapro for language & ESOL support.
   2. 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)

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| **Student** | **Grade Level / Age** | **Level of English Proficiency** | **Personal Characteristics** | **Other Information** |
| N | Grade 12, age 18y 10m | Access Scores Unavailable, Student transferred from Vietnam 9/12/2019  (able to communicate verbally in English and assist peers) | Is very lively, attentive, helpful and catches on quickly, works well in groups or independently, can lead small groups | Vietnamese origins |
| H | Grade 10, age 15y 6m | Listening 3.8 (Developing)  Speaking 2.8 (Emerging)  Reading 1.8 (Entering)  Writing 3.5 (Developing)  Composite 2.9 (Emerging) | Quiet, reserved, will ask questions, catches on quickly, works well in pairs or independently | Vietnamese origins, Has been enrolled in Georgia school systems since 7th grade. |
| J | Grade 11, age 19y 8m | Access Scores Unavailable, Student transferred from De Angola, Africa 12/2/2019  (able to communicate verbally in English, but with caution to formulate statements) | Very outspoken, not shy, works well with others, asks questions, also asks for extra help, self-aware of understanding limitations. | Speaks/Reads Portuguese |
| M | Grade 9, age 16y 11m | Listening 1.8 (Entering)  Speaking 1.5 (Entering)  Reading 1.8 (Entering)  Writing 2.3 (Emerging)  Composite 1.8 (Entering) | Shy and pleasant, likes to learn, asks questions, works well in groups, but is self-conscious of her English. | Transferred from Guatemala 1/15/2019 |
| W | Grade 10, age 16y 0m | Listening 2.2 (Emerging)  Speaking 3.3 (Developing)  Reading 6 (Reaching)  Writing 4 (Expanding)  Composite 3.8 (Developing) | Very quiet & reserved, catches on quickly, participates in activities, works well in pairs or independently. | Has been enrolled in Georgia school systems since 7th grade. |
| C | Grade 12, age 16y 0m | Listening 1.8 (Entering)  Speaking 1.5 (Entering)  Reading 1.9 (Entering)  Writing 3.5 (Developing)  Composite 2.1 (Emerging) | Very outspoken, not shy, works well with others, asks questions, also asks for extra help, self-aware of understanding limitations, has poor recall of concepts and reviews notes at the beginning of class as support. | Transferred from Mexico 8/8/2018 |

* 1. The days and times that you met with the student.  
       
     January 6, 2020 – March 12, 2020, in person, during 3rd period from 11:52 - 1:47, minus 30 minutes for lunch. After school closure due to coronavirus pandemic, support transitioned to students meeting at 1 pm daily as needed for 30 min- 1 hour Zoom sessions.
  2. Ways in which you interacted/engaged with the student (including pedagogical strategies).

Guided notes, visual images, connecting home language, graphic organizers, providing supportive content materials such as videos with closed captions (translatable) or videos in home language if I could find them, and web resources that translate to various languages, including MathisFun.com & Khan Academy & Quizlet to enhance vocabulary.

1. ***Objectives and Assessments***

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

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| **Objective** | **Assessment** | **Was the objective met? Evidence of student learning.** |
| *(Content) The student will divide polynomials using long and/or synthetic division methods.* | *(Formative). I will observe and ask questions while the students are working.*  *(Formative) Students will complete a seated trail run practice that allows me to quickly assess/observe mastery.*  *(Formative) Quizizz practice activity*  *(Summative) Unit Test- Google Forms after completion of 3 more topics)* | *Yes. N, H, & W were able to use long division to divide polynomials without much support. M completed the long division problems after seeing additional examples and using peer supports. C & J completed the long division using guided questioning and scaffolded steps. Students were quickly transitioned to synthetic division due to its ease and efficiency. All students were able to learn synthetic division within a few examples, and C & J continued to use peers & teachers for assistance and guided questioning. All students scored 60 or better on the Quizizz Activity.* |
| *(Content) The student will use polynomial division and the Factor & Remainder theorems to completely factor higher degree polynomials.* | *(Formative). I will observe and ask questions while the students are working.*  *(Formative) Scaffolded Interactive Google Slides Activity- 2 problems where students have to order the steps to fully factor a polynomial. 1 problem where the steps are provided, but students must complete the work. 2 problems where students must completely factor without supports.*  *(Summative) Unit Test- Google Forms after completion of 2 more topics)* | *Yes. After completing guided notes, N, H, W, & M were able to strategies for completely factoring polynomials without much support. C & J required additional examples and assistance/ guided questioning during practice.*  *All students successfully completed the Slides Activity.* |
| *(Speaking) Students will work collaboratively in pairs to complete Google Slides using content vocabulary to describe their process and method for solving the last two Slides problems. Each partner will be expected to narrate the process for one slide each.* | *(Formative). I will observe and ask questions while the students are working.*  *(Formative). I will review student narrations and provide positive, constructive feedback within Slides.* | *Yes. Each student narrated one Slide to practice speaking and using content vocabulary. M & J used shorter sentences, and N, H, W, and C were able to construct adequate sentences. M, J & C were provided with a generic paragraph template to fill in blanks to formulate sentences.* |
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1. ***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.

At the beginning of each semester, in which I teach ELL students, I refer to their most recent ACCESS test scores to retrieve their composite score for language proficiency. I use this in conjuction with WIDA Consortium Guides throughout the semester to personalize learning experiences and assessment opportunities.

I also use strategies learned of SIOP lesson planning to create a focus on academics and language. For this experience, I also used the KSU ELL Module and IRIS Center Module for *Teaching English Language Learners: Effective Instructional Practices* to identify strategies for creating and delivering effective lessons to my ESOL students.