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Final Child Study

**Section 1 Gather information about the learner**

Child XY is an emerging bilingual student that I teach at the grade seven level. The school house only middle school students from 6-8th grade. The school is situated in a quiet, family friendly neighborhood which comprise mostly of Albanians and Middle Easterners. Child XY was born in the Dominican Republic and moved to the United States when she was seven years old. She currently lives in the Bronx with her grandmother and mother.

The school has approximately 480 students on their roster. The building is shared with two other middle schools. For the most part the school maintains a tight knit relationship with the students, their family and the community. Child XY is part of the ENL program at the school. In order to identify who the ENL students are they are respectively placed in our 03 classes, for example 603, 703, and 803. All ENL/ELA classes are taught in what was once the library, soon to be converted to the ENL Lab. Students within these groups are considered mainstream class with ELLs. There are two teachers at all times in the classroom. The ELL students stay for the reading section of the lesson, and is then pulled by one of the TESOL teachers in order to get their ENL session. Even though XY is in this class she has some mastery of the English Language, and has expressed that she would rather be pulled with the entering ELL students. The reason student XY was not part of the initial schedule is, she has been living in the United States for quite some time and we wanted to attend to the students that needed the help the most. Also, upon receiving the iReady scores and the MOSL scores we believed that it would be in the best interest for student XY to get ENL service..

The curriculum for the ENL students are not solid. Students are being catered to according to their needs. The resources put in place to help these students are iReady, Duolingo, TESOL teachers differentiating by printing reading materials in the student’s prominent language. Another form of modification is utilizing our language experts to translate for the students when needs be. The school is up-to-date with their technology. The ESL lab has at least forty IPADS that are programmed in English, Arabic, and Spanish. In the event students are pulled to the other side of the ESL lab students are assigned an individual IPAD to help them communicate with the teacher and vice versa. The classroom also have a whiteboard, TV to showcase PowerPoint presentations and a handful of books and testing materials that are at the teachers and students disposal.

Child XY has not being identified as having an IEP. However, the student tends to get distracted easily, disruptive and has a reputation of being hard to deal with. Child XY had to be separated from her best friend because together they were a force to reckon with, even with two teachers in the room. Child XY has expressed that she misses the DR sometimes, and is delighted of the fact that she gets to visit every year. Through observation, word of mouth and from the student there are some social and emotional conflict that she is battling. Child XY is eager to learn and want to learn. Child XY is ashamed that she isn’t fluent in reading and writing English well, and is open to any discrete feedback and assistance with her work. Child XY had to do summer school this past summer and expressed that she do not want to repeat that phase of her life.

Child XY is a work in progress behavior wise, but has expressed, and taken an interest in doing well in her school work, in which, she is a good candidate for this study and I hope to be apart of her progress.

**Section 2: Collecting Data about social and academic language proficinecy proficiency**

Upon collecting and analyzing child XY’s social and academic language proficiency data child XY has a better mastery of the social aspect of the language, than the academic aspect of the language. Through informal observation I have listened in on conversation among child XY and her peers. She expresses confidence when speaking to her peers, and seems to be socially outgoing. However, upon assessing her academic language data via various channels child XY has a long way to go academically.

Some of the channels used to measure her academic capabilities are i-Ready and the NYSESLAT scores. Child XY i-Ready reading level is at 265, which when converted is on a 1st grade reading level. Child XY tested out on the Phonological Awareness aspect of the i-Ready, scored a K for Phonics, Level 2 for High Frequency words, Level 2 for Vocabulary, Level K for Comprehension Literature, and Comprehension of Informational Text, child XY scored a Level 1. Child XY has been living in the United States for some while now, and has been going to school here since Elementary level. The data in my perspective is skewed, in that, being with child XY since the beginning of September, and word a mouth by other teachers Child XY data should have been higher. When compared with another student who speaks the same language as child XY, who has not been in the country as long as child XY, and did not attend elementary school in the United States, I can conclude that child XY intentionally did not try to perform as best as she could on these tests.

In addition, child XY NYS test that were administered by a teacher other than her ENL teacher scored a 52 on the listening portion of the exam, 54 on the speaking section, 52 on the reading portion, and 63 on the writing. All exams are graded out of 100. According to state law, ELL students should be tested by a teacher other than their ENL teacher, reason I was not able to conduct the formal assessment for the student. Even though some school administers will trump this rule and do what is convenient at the time.

Overall, child XY has the potential to do better academically in the language because she is well on her way to mastery of the social aspect of the language, even though she code switch whenever she is speaking with students that she shares the same native language with. If child XY is provided with the proper materials and differentiated supplements, child XY should be able to progress academically, especially if she stay focus and non-disruptive throughout the lesson. Another thing that I have observed, and what child XY has expressed is to work independently. Whenever child XY works independently, and is focused she is able to complete her work, and get most of the work correct.

**Section 3: Interpretation of Data**

The overall analysis of Child XY language function socially and academically are closely aligned. In that, the students way of speaking transcends in her writing. Also, the child’s native language hinders the pronunciation of some vocabulary word for this student. For example, the students confusion of /b/ for /v/ and vice versa. Upon conducting research through close observation in classes, word a mouth from Child XY teachers, and close evaluation of the student’s NYSESLAT and i-Ready scores, Child XY needs help with her Phonics, and more exposure to High Frequency words. In order for Child XY to better her Speaking and Listening, Reading and Writing she will need frequent exposure to Phonics and English grammar rules. Once Child XY masters these two main component as an emerging bilingual she will be on her way to transitioning or expanding.

Child XY is socially outgoing, which at times comes off as overbearing or bossy. Within the classroom, Child XY seems to dominate her weaker peers. Also, Child XY tends to communicate with students that she shares the same language with more so than her non-native counterparts.. Whenever Child XY is speaking with her Spanish speaking peers she tends to codeswitch frequently. This might have some impact on why Child XY is not at a higher level in her Speaking and Listening, Reading and Writing. Even though Child XY is socially outgoing she puts on a facade so that her peers who are academically advanced than her does not know that she struggles in some areas of the work that is given in the class. Academically, Child XY should be doing better seeing that she has received early schooling within the United States. Teachers that I have spoken to said that other social factors contributes to why Child XY is not at a more advanced level in all areas of English. According to the teachers that have had this student in 6th grade and teaches her in other content areas, they have state that Child XY does not have a strong support at home, which have lead to behavioral issues, in turn, affects how the student behaves in class, and towards her peers. Conferencing with Child XY one-on-one she understands the work and will do the work, however, on her own she tends to deviate from the task. Child XY lexile level is at 265, when converted is on a 1st grade reading level. After gathering and analyzing Child XY’s NYSESLAT data Child XY scored a 52 on the listening portion of the exam, 54 on the speaking section, 52 on the reading portion and 63 on the writing. Child XY will need help with on her reading and listening. Seeing that both the listening and reading aspect of the test deals more with comprehension it makes sense to focus on helping the student to work on deepening their understanding and interpretation of questions asked. Once we are able to raise the students listening, reading and speaking levels that should help Child XY to improve their writing skills. Also, in writing, content is a higher focus than grammar and spelling. Upon analyzing the student’s writing the student struggles with third person plural nouns, plural possession and to be verbs. Also, knowing when to use the correct form of prepositions and the correct form of conjunctions. Child XY i-Ready data is another form of data that was analyzed throughout this process. After reviewing Child XY’s i-Ready data, Child XY struggles with Comprehension Literature, Comprehension of Informational Text and High Frequency Vocabulary. Also, on the NYS ELA test, Child XY scored a 1.63, which is graded out of 4. After reviewing all test taking data and in class assessments Child XY seems to be struggling in the area that most ENL student struggles with. Many factor has to be taken into consideration, in that, Child XY is in a class with other ENL’s and have been since entering this middle school. It is difficult to give Child XY the necessary help that she needs to succeed, but if I am to plan accordingly and utilize the necessary resources, while holding Child XY accountable there should be some improvements in Child XY upcoming data scores when she retakes them next year.

**Section 4: Recommendation**

My recommendation for Child XY in the classroom is to have the teacher checking in frequently with Child XY to ensure that she completes her work at all times. Also, I recommend that the teacher do not put Child XY on the spot, instead it’s better to pre warn Child XY so that we can avoid any anxiety, whereas, Child XY may retaliate or shuts down. Therefore, the teacher should check-in with the student and scaffold the question by breaking it down in more than one way for the student to fully understand what is being asked, and then and there they can assess if the student understands the lesson, and then tell the student that you are going to call on them to share their idea with the class. Seeing that there are different underlying factors going on with Child XY besides language struggle it is best that the teacher meets the student half-way. Other resources that is highly recommended is to expose the student to outside resources such as Duolingo, where the student can actively read, or being read to in order to expose the student to clearer pronunciation of words. Also, in order to raise Child XY’s comprehension, Child XY should consistently use NewsELA and do the practice quiz and be assigned different i-Ready task at least once a week. In order to build vocabulary to help with the students reading, speaking and listening skills the student should be presented with different strategies in order to master these. One recommendation for this is to teach Child XY about context clues, morphology, semantics and parts of speech.

Overall these recommendations are attainable, and can work if consistently implemented for Child XY. However, with Child XY behavioral issues there will be a few setbacks at times, in which makes it hard to analyze if Child XY could have reached her full potential if she was fully focused.