

TE 846 Rubric for Case Study One
For Student Self-Assessment and Instructor Feedback

Name: Brandon Cook

Points: _____/35 points

Expectations for Quality

Criteria	Expectations for Quality				Comments
	Outstanding Exemplary Range	High Quality Range	Good Quality Range	Below Expected Quality Range	
Description: Accurately and precisely explains elements or features of events, persons, concepts, or strategies under investigation	X				
Analysis: Interprets and examines how students responded, the factors that influenced these responses, supported by specific evidence and examples		X			
Reflection: Provides conclusions and an understanding of future actions	X				
Clear, consistent, and convincing evidence that standards have been addressed with case study students	X				
Meets professional standards of writing mechanics		X			

Case Study Report

IDENTIFYING INFORMATION

Student Name: *Joe Smith*

Date: 7/13/2011

DOB: 1/1/1992

Age: 19

Gender: Male

School: *Henry High School*

Grade: 10

Teacher:

Date of Evaluation: 8/2/11

Examiner: Brandon Cook

Background Information:

A. Developmental History

Joe was born in Afghanistan, lived in Turkey and then Iran. His home language is Farsi but he is also fluent in Turkish. His parents currently live overseas. He is currently being taken care of in a Foster home and has received a lot of support since coming to the United States about two years ago.

B. Educational History

- Specific information about his high school grade level achievements are not available.

- This student received 7 years of formal education in Afghanistan and that was the last time he received formal education until he came to the United States.

- According to his tutors that I spoke with, his strengths are that he is very personable and considerate. He is also a good conversationalist and that has helped him learn English and become quite proficient at it.

- His weaknesses are that he can be quick to say "no" and that he can't do it. Since he is older and English is very new to him, he has the tendency to have doubts and will sometimes lack confidence. From my observations, he struggles with pronouncing like sounds in words and pronouncing and comprehending large words.

- He is currently able to use an English dictionary but his main problem in translation and reading lies in working with words that are more academic.

- Right now, this student's desire three main things. He first wants to get better in English. He wants to get his green card. Finally, he wants to get his driver's license. In order to do this last item, he needs to take a written exam since he is too old to take driver's training. This is what I am helping him to do.

- He strongly desires to speak better English.

Behavioral Observations:

Initial Interactions:

During my first session with Joe, I gave him an interest survey to discover his interests, what he is familiar with and how he interacts with reading. He was motivated in that he went ahead with the task but I observed him in a specific section on the interest survey about what activities he liked. I noticed that he glossed over a lot of the words. I asked him if he knew what some of these are and he stated “no.” At first, he seemed apprehensive about revealing his inability to understand all of the words that he attempted to read and it showed that he was nervous in what I thought

After that moment, we established grounds for him to ask questions about what is unfamiliar and established that it is okay to not understand a word. After that conversation, we continued the survey and I found that he opened up more about his interests and what he hopes to do. I did not have to intervene for him to openly state that he did not understand something again for the rest of our sessions.

Interactions during sessions:

Joe was motivated by three main things that helped him make tremendous strides in my sessions: he wanted to attain his driver’s license, his green card and he wanted to learn English better. Whether or not he had any aspirations to further his education, he definitely wanted to do the very things to help him get on with life in tangible ways to him. His current focus was to attain his driver’s license and the curriculum that I devised was designed to help him do just that. For that reason alone, I found that Joe was very motivated and did the very things I requested of him.

For example, we spent a lot of time on vocabulary related to driving. I worked with him on reading the words, pronouncing the words and being able to define the words. This was part of my initial assessment to determine what grade level he can read. In any case, I would give him assignments to do at home. Much of it just consisted of defining the words in his own words from what he could understand from the dictionary (he was somewhat proficient at this use of the dictionary). When we met the next time, he would show me his work and demonstrated his desire to get better by not only figuring out a good definition of the words, he would also practice writing the words to improve his spelling. I never told him to do this but it was clear he really wanted to improve in all aspects that may even be frustrating to him.

Final thoughts on his behavior:

I found Joe to be very cooperative, coachable and responding well to interventions. It is worth noting that we focus on a subject that was of a high interest to him but it is still worth mentioning these positive behaviors. He not only responded to my suggestions and improved through them, he also sought other ways to improve his literacy skills when we were not in session by either receiving help through the tutoring program he was a part of, or having discussions with his foster parent about what he could do. I do not know how he responds in other academic situations on other topics but Joe understood that the hard work he put into the sessions was important for him and he was willing to persevere through the very tasks I set up for him.

Assessment Instruments and Results:

- Reading Interest/Attitude Inventory, administered 7/13/2011 (see appendix A and B):
The purpose of this inventory was to gather information about Joe as this was the first time we met. I also wanted to observe his literacy skills in action.

- SOLOM Teacher Observation – Student Oral Language Observation Matrix, administered 7/13/2011 (see appendix BB)

This assessment is designed to determine the oral language skills of Joe related to comprehension, fluency, vocabulary, pronunciation and grammar. The results can be seen on appendix BB.

- Oral Recognition of Words Assessment, administered 7/15/2011 (see appendix C):
The purpose of this assessment was to see what words in driving would he recognize. In this case, he recognized four words out of ten.

- Spelling Assessment, administered 7/15/2011 (see appendix D):
The purpose of this was to assess what words he was familiar with and to see what kinds of letter combinations he is also familiar with. In this case, he was only able to spell four words out of ten correctly.

- Reading Assessment, administered 7/15/2011 (see appendix E):
The purpose of this assessment was to determine the grade level Joe can read in. Each list grew in complexity as it accounted for syllables. Joe had to read the word and try to pronounce it. I was determined that Joe can read at the 5th grade level.

- Spelling Assessment, administered 7/19/2011 (see appendix F):
Same purpose as the previous spelling assessment. Words that he spelled correctly the last time were replaced with new words related to driving. In this case, Joe correctly spelled twelve words out of twenty.

- Reading and Oral Recognition Assessment, administered 7/19/2011 (see appendix G):
In this assessment, Joe was required to pronounce the word out loud and write down the definition. The definition did not have to be a perfect dictionary definition and synonyms were fine. In this case, I allowed Joe to discuss what the word meant before writing since this helps him think better. In this assessment, Joe got six words out of ten correct.

- Homework Questions, administered 7/19/2011 (see appendix H):
Joe received a homework assignment of four questions related to driving. The purpose was for him to understand what was being asked and to respond appropriately to each using complete sentences. The only question that he truly answered incorrectly was the first one when he confused odometer with the speedometer. I did not emphasize spelling as much as I wanted him to practice communicating through writing.

- Spelling Assessment, administered 7/21/2011 (see appendix I):

Same purpose as the previous spelling assessment. Words that he spelled correctly the last time were replaced with new words related to driving. In this case, Joe correctly spelled eleven words out of twenty.

- Reading and Oral Recognition Assessment, administered 7/21/2011 (see appendix K): Same purpose as the previous reading and oral assessment. I replaced words that he was already familiar to with new words. In this case, Joe correctly identified seven words out of ten.

- Homework Questions, administered 7/21/2011 (see appendix L): Same purpose as the previous homework assignment. There are four new questions related to driving in this case. In this case, Joe responded to each question with a higher level of proficiency than the last assignment.

- Spelling Assessment, administered 7/25/2011 (see appendix M): Same purpose as the previous spelling assessment. Words that he spelled correctly the last time were replaced with new words related to driving. In this case, Joe correctly spelled nine words out of ten.

- Reading and Oral Recognition Assessment, administered 7/25/2011 (see appendix N): Same purpose as the previous reading and oral assessment. I replaced words that he was already familiar to with new words. In this case, Joe correctly identified six words out of ten.

- Homework Questions, administered 7/25/2011 (see appendix O): Same purpose as the previous homework assignment. There are four new questions related to driving in this case. In this case, Joe responded to each question with a higher level of proficiency than the last assignment. The last question related to what to do before entering the car was the only exception since his response was not sufficient.

- Reading and Oral Recognition Assessment, administered 7/27/2011 (see appendix P): Same purpose as the previous reading and oral assessment. I replaced words that he was already familiar to with new words. In this case, Joe correctly identified three words out of ten.

- Homework Questions, administered 7/27/2011 (see appendix S): Same purpose as the previous homework assignment. There are four new questions related to driving in this case. In this case, Joe responded to each question with a higher level of proficiency than the last assignment. He was clearly seeking help in clarification from other people which I encouraged.

- Simulated Driving Assessments, administered 7/29/2011 (see the appendices T through AA):
This was the final assessment given. This particular assessment was done four times. The purpose was to see if the student would respond correctly to each circumstance before him in this simulation. I assess Joe orally on what to do and also administered a writing portion. Joe measured with 95% proficiency orally and finished with an 89.7% level of proficiency in the written assessment. Remember, I am testing for proficiency in communicating on what to do.

Instruction:

The Main Objective: to prepare for the driver's training written assessment.

Day 1

The plan for the first day was to get to know the student. Joe was given a reading interest/attitude survey provided by the Unit 2 Assessment tools on the Angel website (see Appendix A and B). My objective for the day, along with getting to know the student better, was to also observe Joe when he is reading, writing and following directions on the survey. I never met Joe before and so I wanted to get an idea of the vocabulary he is familiar with. The survey, along with the discussions we had together, allowed me to have a feel for his literacy capabilities. I noticed that he struggles tremendously in writing complete sentences. Testing as to what level he is at will be done the next day.

Day 2

There were three objectives that I wanted to assess: his oral recognition of words related to driving, spelling of other words and also to determine what grade level he can read in. All of these ideas are derived from the LINCS website (<http://www.AdLit.org>) and adjusted to use vocabulary related to driver's training.

For the oral recognition assessment, I chose ten words. I said the word aloud and asked him to define it (or use synonyms since they don't have to be dictionary perfect). For each word, I wrote down what he told me as exact as possible. I allowed him to tell me he didn't know of a word. This was to test what words he recognized but also produced a discussion as to what each word he did not understand meant. You can look at Appendix C and see that the words he was familiar with are the ones with a star by them. He did not recognize most of the words I said.

For the spelling portion, I chose another ten words and asked him to spell them. You can see Appendix D to see the words that he spelled correctly. The words with a star are the words he spelled correctly. I also had him assessed in this fashion to see what letter combinations he is confused with and what sounds he is hearing when I say the word. He had the most trouble with the letter combinations that make a single sound like 'ck' in 'truck'.

Finally, I wanted to see at what grade level he can read. You can see the lists from Appendix E to see the progression in the kind of words he had to pronounce. This also allowed me to see what letter combinations are the most confusing as well. Following the guidelines from the LINCS website, I concluded that Joe could read proficiently at the 5th grade level. The only problem with this assessment is that it uses words that he might already be familiar with and did not need to use phonics to pronounce. I noticed this when we decided to experiment with the other list of more complicated words beyond the 5th grade level.

To end the lesson, he kept the list of vocabulary words that we used and brought them home to read them over in the dictionary. He also chose to write the words he misspelled to help him remember how to spell them. He did this out of his own volition and I had nothing to do with the decision. This sort of tactic did help him improve in his spelling as we will see in the later sessions.

Day 3:

The objectives for this session were to build upon the previous session. It was noticed that Joe communicates best orally, rather than reading or writing. For this day, I really wanted him to work on those very two things but also allow him to use his ability to talk about the vocabulary we were about to go over.

After the previous session for spelling, I deduced that the list of words might have been a little too far above his range at this moment and so I adapted the list and read the new ones to him. Like the previous session, I read the words out to him and he spelled them to the best of his ability. In this case, I chose a list of twenty words. Most of these words were single syllable words as determined by the spelling assessment from the previous session. In the end, as you can see in Appendix F, Joe had a greater degree of success in this session. This helped his confidence since he did spend a lot of time practicing spelling at home and attempting to read the Secretary of State booklet on driving.

In the next part of this session, I wanted him to communicate through writing and orally. In this case, he had to read the word or phrase and I wanted him to write down what they meant. This task put him in the position to have to think about what to write before he wrote the definition. In this case, I also allowed him to talk about the word or phrase to me before he wrote the definition. It was my hope that he could talk it through with me, try to make sense of it and be able to write what he stated in a logical manner.

As you can tell from Appendix G, Joe was able to accurately describe some of the words or phrases that he had to read. I did not focus so much on spelling as I wanted him to spend more time communicating what he understood of the words. It is interesting to see what parts of words he is forgetting when writing. This tells me that the English way of writing is still very new to him since the Farsi script is very different. This is apparent when he wrote the word “intersection” as “intesectio”.

The final part of the lesson for the day was to do an alternative to the reading and writing sessions we did. In this case, we played a matching game (see Appendix CC) where Joe had to align the picture of a sign from the roadside, match it with the name of the sign and then match the description of what the sign means. The goal is to use signs he might be familiar with to the description. The goal was also to help him read for comprehension so that he can make accurate matches.

Last of all, I gave him four homework questions about situations in driving that he needed to answer in complete sentences (see Appendix H). All of this information is right from the Secretary of State book. I wanted him to be able to write as clear as possible as to what he would do in each situation. I also suggested that he discuss his answers with his foster parent. This assignment was due the next time we met.

Day 4:

The objectives for this session were the same as that from day 3. I wanted to see if any progress was made or where other deficiencies could be found. In this case, it began with the spelling assessment (see Appendix D) with some of the same words as the last session. I replaced the words he spelled correctly from the previous day and replaced them with more words used in driving. In this case, I put a star by the words he had a difficult time spelling. It was interesting that he was able to spell a word like “police” correctly but had a hard time with a word like

“brake”. Part of this has to do with his familiarity with words and it is likely he recognizes the word “police” better than “brake”.

We also continued with the task of reading a word or phrase and then describing what the word or phrase means. Like what I did for the spelling portion of this session, I replaced words that he understood and replaced them with newer words to expand his vocabulary. Again, the focus is on communicating what the words or phrases means and so I focused less on spelling. As you can tell from Appendix K, the words with the stars are the words he had trouble with. Since there are less stars this time than last time, it is worth noting an improvement in Joe’s ability to retain what he learned.

To end the session, Joe worked on the matching game again. It is the same construct as you see in Appendix CC, but it works with seven new signs with definitions. The focus on this lesson is the same as the previous day.

To close out the day, we went over the homework assignment from the previous day and discussed what each question was asking. I found that he attempted the work on his own without seeking help from anyone else. It is interesting to note that he answered two of them correctly but had trouble understanding parts of the questions. To go over it, we acted out some of the situations and even drew them on paper so he had a better understanding of the question. I gave him another four homework questions before he left to work on by the time we meet next (see Appendix L).

Day 5:

The objective for this session was the same as the last. The goal was to see improvement in spelling and word recognition. Like what was done before, words that he spelled correctly or recognized were replaced by new words. As you can tell from the spelling portion in Appendix M, he spelled correctly in all words but one. This might have part to do with his practice of writing words discussed earlier to the point of recognizing them better but it is an apparent improvement that he felt good about. The same thing was done for the word recognition assessment (see Appendix N) although with lesser success. In both situations, it was my intent on increasing the level of difficulty in the words and phrases that we were using.

To close out the day, we went over the homework assignment from the previous day (see Appendix L) and discussed what each question was asking. This time he did seek help from his foster parent on a couple of words he did not understand and used resources, like the dictionary, to help him. When we went over it, we acted out some of the situations and even drew them on paper so he had a better understanding of the question. This was important to do for the intersection problem. I gave him another four homework questions before he left to work on by the time we meet next (see Appendix O).

Day 6:

This session had shorter lessons as I wanted him to be able to practice with a “participatory simulation” (Chartier, M., 1973). The day began with a word recognition exercise similar to the ones done the past three days. He confessed to not studying the previous sessions words and it shows (see Appendix P). Like before, I replaced words that he understood with new ones. Unfortunately, he could only accurately describe the definition of three of them (out of ten). We discussed what the other words meant and how they are used.

What I found interesting was the connection between his understanding of vocabulary and his studying that he is usually diligent with. In this case, he chose not to study and did not understand some of the words. However, the word “engine” and his familiarity with that word was interesting. What is meant by this is that he told me a story of how he overheard a conversation about the engine of a car and he knew an engine was part of a car. He recognized it but could not tell you what it was exactly. What made this interesting is his ability to recall conversations he overheard in a language he has known for less than two years. For me, this was fascinating as I know for sure I would not pick up the same thing over hearing others speaking in a language I am less familiar with.

Before we got into the simulation, I went over his homework from the previous session (see Appendix O). In this case, he continued to use help that was available to him. Joe sought help from the tutors that work with him at the church I meet him in. His answers were very clear this time. I helped him notice some of the spelling errors since we needed to spend less time on what each question asked. This was progress for him. He received another four questions for his last assignment.

Finally, we progressed to working on the participatory simulation that I created. In this simulation, I created a detailed road map (see Appendix DD) with lanes, lights and many other distinct features that drivers may encounter. The goal of this simulation was for him to “drive” his car from one location to the next. Along the way, he would have to make a series of decisions to ensure he was traveling safely. The purpose of this was to get him to organize his thoughts on what to do in each situation and write them down step by step. This uses a “series of events chain” (Hall, T. & Strangman, N., 2002, p. 3) in order to help him organize the events that happen and what he would do in each. When he “drove” his car, he also encountered situations that I made up (like an emergency siren is heard, or a pedestrian is crossing the road, etc.). His goal was to respond to each situation and write down his responses.

To help him get started with this simulation, I modeled the writing portion as we talked through what to do to get from one point on the map to the other. Both points were randomly drawn by Joe. He would tell me what he would do in each situation and I wrote what he said. I helped him understand that he needs to be able to write one thought at a time or he might forget. I wanted him to use his strength in orating on what to do to reinforce his writing. This also helped him stay focused on each step. After this one time of modeling, he now performed the simulation and wrote what to do for each step (see Appendices Q and R). I wanted him to get comfortable doing this on his own as the final assessment in the last session will require him to do the same thing without my assistance.

To end the day, I gave him his last assignment (see Appendix S). This was the last homework assignment I gave.

Day 7 (Final day):

In this final session, I first went over his homework from Appendix S. As we went through it, we discussed what each question was asking. He continued to seek help from his foster parent on a couple of words he did not understand and used resources, like the dictionary, to help him. Some of the questions could easily be discussed through the map and so we discussed them by these means. The discussion we had about the “right-of-way” was important and it became apparent that some of the rules are quite familiar to him at this point.

This final session involved the continued use of the participatory simulation. In this simulation, I assess two parts to his communication of the choices he will make. The first part is an oral assessment of what he would do under each circumstance. I would rate his explanations 1 to 5 with 1 “below proficiency” and 5 “highly proficient”. I wanted to make sure he could communicate clearly to me as to what he would do. I made sure to not let the thick accent get in the way of my rating.

When he performs the simulation, he would follow the same exact instructions that he had the previous session. In this case, I asked him to specifically discuss with me on what he would do. At that time, I give him a rating for his oral assessment. Then he would write what he just communicated with me. As you can see in Appendices T, V, X and Z, I made sure to assess him on each event and provided comments about the things I observed. After all four simulations were completed; I went over and assess what he wrote. As you look at the Appendices U, W, Y, and AA, I crossed out errors in spelling and in using the wrong words. I also wrote what should be in place for each statement and circled them to differentiate from what Joe wrote. I then gave him a written assessment rating following the same guideline as I did for the oral assessment.

In the end, I found that Joe could write better sentences than when I first began. He still forgets to write the subject in a few sentences. He also has a better awareness of how to organize his thoughts. My allowing him to say out loud on what to do prior to writing helped him organize his thoughts better. The only other lingering issue is his tendency to forget the last letter of a word.

Conclusions:

“On the basis of this information, I have concluded that Joe simply needs more time reading and writing in English. The further his experience is saturated with English (in all ways of communication), the better he will become.”

Reading:

At this point, Joe is able to read at the 5th grade level with a possibility of excelling at the 6th grade level. He is capable of reading and understanding but it requires a lot of patience from him. He is still translating from English to Farsi which tells me he is not quite fluent in reading English. At least Joe is telling me that he still relies on translating into Farsi to better understand.

He is improving in reading the more he is able to recognize the same words. He has a good degree of phonemic awareness and follows most of the rules. However, he struggles with reading words that do not always follow those rules and have silent letters like the ‘ue’ in ‘fatigue’. For reasons like this, he seems to rely on his ability to recognize the word over pronouncing it if he can. This can be a problem when he continues to encounter new words that he might otherwise recognize if he better develops his phonemic awareness.

Conclusions-

Strengths:

- 1) Joe has a relative strength in following the most basic rules of phonics. This can actually be seen when he misspells words in the spelling assessments. He is thinking of the correct sounds but it is spelled incorrectly. For example, he spelled ‘truck’ as ‘truk’. The ‘ck’ and ‘k’ make the same sound and so he is following the rules correctly when reading. This will hopefully continue to develop as he furthers his education in learning English.

Weaknesses:

- 2) Joe is weak when reading larger and more academic words. He would more rely on sight recognition of the word than through the use of phonics in attempt to recognize the word by pronouncing it correctly.
- 3) Joe is also continuing to translate from English to Farsi for much of what he reads. This is a more temporary weakness as this is where many people start until they become fluent.

Written Expression:

Writing in English is a highly complex skill for Joe. His home language of Farsi has a very different script that also follows different rules of grammar. He has learned a lot in communicating through writing. When we first began, he could hardly write a complete sentence. As we continued, I helped him organize his thoughts better orally before writing and the helped him determine what to write a lot better.

Conclusions-

Strengths:

- 1) Joe has a relative strength in following the most basic rules of phonics like what was discussed with the reading strengths. He is able to follow the most basic rules of simpler words and that can be useful with more complicated words when writing sentences.
- 2) He has learned to better organize his thoughts. This was practiced quite a bit with me as we talked through what he wanted to say. I tried to help him complete one thought at a time when writing.

Weaknesses:

- 3) This is probably the weakest literacy category for Joe. Since the English script is so new to him, he gets confused as to what rules he should follow. He often forgets to capitalize and even forgets to finish words. It seems that he is trying to communicate a second thought before he finishes the current one.
- 4) He still needs to learn how to structure a sentence. He often forgets the subject in a sentence and is also unsure as to when he should use the words “and” and “then”.

Recommendations:

1) Right now, Joe lacks confidence in his ability to better understand English. Much of it is overwhelming to him. I found that he grew in confidence the most when working with vocabulary and learning it. I chose words related to driving that he could hardly understand at first. By the end of our sessions, I found him using the words in discussion.

2) He really needs more time to write complete sentences finishing a thought. He seems to want to get to the finish too soon and he gets lost in his writing. For this reason, he needs to be continually trained in organizing his thoughts through the use of flow charts or graphic organizers.

3) He needs to read more books so that he can read a narrative and practice understanding what the book is about. I did not work with him reading a book but it is clear that he struggles making connections when asked to read multiple sentences at a time.

Resource List

Chartier, M (1973). "*Simulation Games as Learning Devices: A summary of Empirical Findings and Their Implications for the Utilization of Games in Instruction.*" Paper prepared for Workshop on Simulation Games, American Baptist Seminary of the West and Holy Names College.

Hall, T. & Strangman, N. (2002) *Graphic Organizers*. National Center on Accessing the General Curriculum.

Appendix A

Sample Reading Interest/Attitude Inventory

Date: 7/13/11

Name: _____

Answer the following questions to help me learn about you and about your reading interests.

A. Some activities that I presently enjoy doing are: (Circle these).

B. Some activities that I am interested in trying or watching are: (Underline these)

- | | | |
|------------------------------|---------------------------|---|
| jogging | horseback riding | gardening |
| <u>roller skating</u> | <u>tennis</u> | raising animals |
| board games | scwing | showing dogs |
| drawing/painting | <u>listening to music</u> | <u>swimming</u> |
| archery | gymnastics | diving |
| <u>cross-country skiing</u> | <u>ice skating</u> | dancing |
| <u>fishing/hunting</u> | basketball | <u>attending music concerts/shows/raves</u> |
| <u>writing letters</u> | <u>talking to friends</u> | attending theatre |
| writing poems/stories | soccer | watching television |
| acting in plays | golfing | <u>computers</u> |
| <u>carpentry</u> | reading novels | <u>playing card games</u> |
| <u>photography</u> | <u>video games</u> | <u>visiting museums</u> |
| <u>movies</u> | <u>bowling</u> | water skiing |
| downhill skiing | hockey | <u>playing a musical instrument</u> |
| reading newspapers/magazines | <u>volleyball</u> | skateboarding |
| cheerleading | reading nonfiction | snowshoeing |
| reading poetry | track and field | arts and crafts |
| sculpture/pottery | cooking | martial arts |
| backpacking/hiking | singing | <u>canoeing/boating</u> |
| | | <u>playing pool</u> |

C. Other activities that I enjoy or would like to try are:

D. From the selections I have made above, the three I like the most, in order of preferences are:

- 1) Volleyball
- 2) Sewering
- 3) computers

E. One thing that I learned about myself from taking this interest/attitude inventory is:

Appendix B

F. The kind of books I most like to read are: (Circle your three favorite types).

poetry
 science fiction
 romance
 nonfiction
 autobiography/biography
 horror
 adventure

mystery
 fantasy
 sports
 science
 historical fiction
 myths/legends
 others _____

G. The newspapers I read are:

H. The sections of the newspaper I prefer are: (Check your choices).

_____ sports
 news articles
 comics
 other (list) _____
 _____ editorials

I. The magazines I read are: _____

J. Answer each of the following questions briefly.

1) I have pets: Yes _____ No
 What kind? Cats

2) I collect the following things: money

3) I own books: Yes _____ No
 Approximately how many? 10
 I borrow books from the library: Yes _____ No
 Approximately how many each week? 3

4) I enjoy having someone read to me: Yes _____ No

5) When asked to read aloud I feel: I'm happy to read

6) My favourite school subject is: English and computers

✓

Reason: I want to learn english, I want to learn the pro-grams.

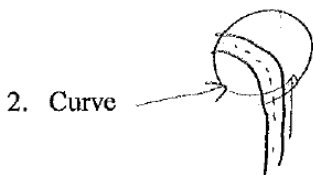
7) The best book I have ever read is: Hafiz Shirazy

Reason: Book stor - Because th others is good and he ~~write~~ write about lots of things.

8) A book that I would like to own is: _____

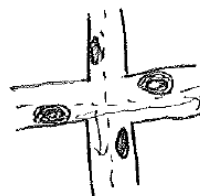
Appendix C
Oral Recognition of Words

1. Van - a car, or truck



3. Signal - lights (traffic)
 - turn signals

4. Intersection - for entering into a parking
 - where roads cross or meet



5. Driver - someone who drives a car, truck

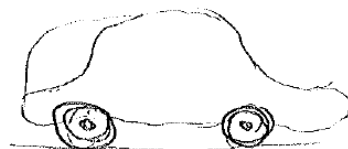
6. Caution - to be careful

7. Collision - when cars crash

8. Speed - how fast you can go
 (speed limit)


9. Steer - to turn the car

10. Traction - ~~Track~~ (something for it)



Appendix D


Spelling Assessment

 **1. Stop**

2. Truck

3. Lane

 **4. Merge**

 **5. Exit**

6. Traffic

7. Cruise

8. License

 **9. Traction**

10. Fatigue

1. Car

2. Lock

3. Tire

4. Curve

5. Limit

6. Proceed

7. Route

8. Insurance

9. Reaction

10. Violation

Appendix E

G.E. 2

- ✓ Car
- ✓ Stop
- ✓ Bus
- ✓ Lock
- ✓ Go
- ✓ Road
- ✓ Brake
- ✓ Steer
- ✓ Tire

9/10

Yield
yeld



G.E. 4

- ✓ Driver
- ✓ Exit
- ✓ Mirror
- ✓ Signal
- ✓ Curb
- ✓ Distance
- ✓ Parking
- ✓ Traffic
- ✓ Freeway
- ✓ Buckle



10/10

G.E. 5

- ✓ Reaction
- ✓ Passenger
- ✗ Roundabout
- ✗ Vehicle
- ✓ Bicycle
- ✓ Position
- ✗ Fatigue
- ✓ Suspended
- ✓ Assessment
- ✓ Alcohol



7/10

Appendix F

Vane Van	✓Car
Tier Tire	✓Truck
Luck' look	✓Curve
✓Exit	✓Limit
✓Ramp	✓Traffic
✓Speed	Cruise Cruise
✓Steer	✓License
La Linelane	✓Reaction
> Crash	Futege Futeuge fatigue
Bilte Belt	

Appendix G

7/19/11

1. Speed limit is how fast you can go.

2. Curve is when the road is turning.

3. A signal shows the people behind you that I'm turning.

4. Intesection means when the roads are connecting.

5.

6.

7.

8. speed is how fast you are.

9.

10. Parking is the place you stop your car. and you live your car.

Appendix H

Homework Questions

Be sure to work on these questions before the next time I see you. You will probably need to use your booklet to help you answer these questions. Please answer these questions in complete sentences.

1. What does the odometer of your car tell you?

gauge for oil
The odometer of ~~your~~ your car tell you how fast you are going.

2. If you are on the right lane of a two-lane highway and someone is merging from your right, what two things could you do as a driver?

yield the right of way to
~~the~~ vehicles already in the left lane,
or in the right lane in the case of a
lane ends merge right.

3. While you are driving, if it starts to rain hard or snow, what are some things you should do?

If you are driving on rain or snow, you should turn on your lights, and drive slowly and carefully.

4. How would you check your blind spot before changing lanes?

you should check on the rear,

Appendix I

Tier
X(12)

1.	Van	1.	Cotion
2.	Tire	2.	Berrage
3.	Lock	3.	Crusing
4.	Brack	4.	Corbe
5.	Police	5.	Merue
6.	Offence	6.	weale
7.	Ligle	7.	Cruese
8.	Lane	8.	Passing
9.	Procid	9.	Parking
10.	Belt	10.	Fatigue

Appendix K

1. Curve is the sidge of the road when turning.
2. Intersection is the roads are crusing each other.
3. Pedestrian is the people crusing the road.
- ★ 4. Cauton is to be careful (careful)
- ★ 5. Collision when two cars crashing each other.
6. Speed is how fast you are going.
7. Steer is when you are turning your car.
8. Parking is the palce you stop your car and you live your car.
9. Merge is when two lines becamer to one line.
- ★ 10. Position is wher you are.

Appendix L

Homework Questions

Be sure to work on these questions before the next time I see you. You will probably need to use your booklet to help you answer these questions. Please answer these questions in complete sentences.

1. Name three ways you can prevent an accident or injury while driving.

- a. Do not drive too close to other vehicles.
- b. Always check your blind spots before you pass or change lanes.
- c. Drive defensively - always expect other drivers to

2. When you see devices that warn of railroad crossings and possible oncoming trains, what do some of the four things must you do? ~~At least if a.~~ Slow down and be ready to stop if warning.

b. School buses, vehicles carrying passengers for hire, gasoline trucks, and other vehicles carrying hazardous materials must stop and make sure no train is coming, even if there is no stop sign or railroad crossing signals.

c. If there is a stop sign at the crossing, you must stop whether or not a train is coming. d. Be careful not to get "trapped" on railroad tracks by a traffic signal, a line of vehicles backed up by a traffic signal.

3. On a one-lane two way road, when is it not appropriate to pass someone on the left?

When it's another car coming, or if there is a solid yellow line it is not appropriate to pass someone on the left.

4. As you are driving, what are some things you must always do when an emergency vehicle is approaching from any direction or has stopped when it is displaying flashing warning light or sounding a siren? You have to ~~pull over~~ pull over on the right line and stop.

Appendix M

1. Signal
2. Error
3. Buckle
- ~~4~~ 4. Brake
5. Freeway
6. Offense
7. Legal
8. Crash
9. Proceed
10. Road

Appendix N

- 1.
2. collision is when 2 cars crashing each other
3. position is wher are you at.
4. headlights is the lights ^{in front} ~~in front~~ of the car.
5. Insurance is the plan to fix something.
6. Suspended means to stop something for a short tin
- 7.
8. ~~Spdo~~ Speedometer is Shows you how fast you are going.
- 9.
- 10.

Appendix O

Homework Questions

Be sure to work on these questions before the next time I see you. You will probably need to use your booklet to help you answer these questions. Please answer these questions in complete sentences.

1. If a school bus overhead red lights are flashing ahead of you, what are you to do as a driver?

Overhead red lights flashing and bus is moving prepare to stop. Overhead red lights are flashing and bus is stopped. Stop no closer than 20 feet from the bus.

Overhead yellow lights flashing prepare to stop.

Overhead red lights are flashing. Stop no closer than 20 feet from the bus.

Proceed when red lights are turned off and it is safe to do so.

Yellow hazard warning lights are flashing on moving or stopped bus proceed.

2. If you and another driver stop at a four-way intersection at the same time, who continues with caution first? Yield to the driver on the right.

yield

3. When you encounter a slippery road and begin to skid, what four things must you do?

Take your feet off gas pedal

Turn against the skid

If the regular brakes pump freezing scream...hahaha...
anti lock brake slam brake to the floor.

4. Before entering the car to drive, what should you check for every time?

Your tire pressure.

Appendix P

1.	Caution means to be careful.
*2.	Hazardous
3.	Tailgating means to be too close to someone in behind someone else.
*4.	Car Violation
*5.	Proceed
6.	Legal - means to follow follow the law.
*7.	Disability
*8.	Engine
*9.	Right-of-way
*10.	Careless

Appendix Q

From Y to H

1. watch for the car before you enter the road.
2. Turn left
3. Pass the green light.
4. I enter to the right lane.
5. stop at the red light
6. watch for the cars then turn right
7. I merge to the left lane.
8. A train is crossing so I stop on the wharf point.
9. when the train is gone the I go straight.
10. then turn to the right lane be for turning right.
11. I turn right and go forward ~~Es~~
12. I slow down and ~~and~~ turn right.

Appendix R

From Q to V

1. wach for the cars
2. Tur left an go straight straight
3. A bus stops in front of you before you
crossing railroad tracks, I stop behind the
bus and ~~wait~~ wait
4. go straight and I stop at the stop sign
5. I wait for pedestrian to cross the street
6. I watch for the cars and then I cross the road
7. go straight and slow down
8. watch for cars then I turn left.

Appendix S

Homework Questions

Be sure to work on these questions before the next time I see you. You will probably need to use your booklet to help you answer these questions. Please answer these questions in complete sentences.

1. If you are parked on the side of the hill, what should you do to your car before you leave it?
close your window and lock the doors.

2. What does a dashed white line on the road mean you are allowed to do? What about a solid white line?
They mark the edge of the carriageway/roadway. You are to remain in your lane, and that traffic in the adjacent lanes is traveling in the same direction as you.

3. Name two situations when someone ^{have} has the "right-of-way"?
Pedestrians always have the right of way.
~~if~~ if two people stop the same time on the stop sign, the vehicle in the right side goes first. If I stop first I go first.

4. What does the solid yellow line on the road mean you should always do?
It means, maintain your own lane do not change lanes.
A double yellow line means do not pass.

Appendix T

From "H to T"
Final Project

TE 846

Cook

Rubric for the Driving Assessment

Scale for each assessment is a 1 to 5 scale with 1 "below proficiency" and 5 "highly proficient".

Sequence of events	Oral Assessment	Written Assessment	Comments
1.	5	4	
2.	5	4	
3.	5	4	
4.	5	3	
5.	5	5	
6. Siren sounds	5	4	
7.	5	4	
8.			
9.			
10.			

Appendix U

From H to T

1. ~~watch~~ ^{Watch} for the cars before you enter the road
2. Turn left and stop ~~at~~ ^{at} the stop sign.
3. ~~watch~~ ^{Watch} for the cars and turn left
4. ~~drive~~ ^{Drive} straight and stop ~~to~~ ^{at} the red light
5. Turn left and drive straight
6. ~~Turn~~ right and stop because of a siren.
7. ~~Going~~ ^{Pull} ~~to~~ ^{go} straight and slow down and turn right to the place.

Appendix V

From "0 to 100"

TE 846

Final Project

Cook

Rubric for the Driving Assessment

Scale for each assessment is a 1 to 5 scale with 1 "below proficiency" and 5 "highly proficient".

Sequence of events	Oral Assessment	Written Assessment	Comments
1.	5	5	
2.	5	4	
3. pedestrian crossing	5	4	
4.	5	5	
5.	4	4 3	a lot he tried to communicate
6. city bus stops	5	5	
7.	4	4	
8.	5	5	
9.	5	5	
10.			

Appendix W

From O to M

1. Watch for the cars before you enter the road.
2. Turn left on to the road ^{and} go straight.
3. Light is green but pedestrian walking ^{across} the ~~street~~ ^{street}. I slow down and stop.
4. I'm going straight.
5. I turn my signal light and I turn my ^{head} ~~hand~~ to look at my blind spot. ~~the~~ I ^{then} merge to the right lane. ^{merge}
6. I go straight until the city bus stop ^{is} in front of me.
7. After I look for cars ^{behind} ~~blind~~ me ^{then} I merge to the left lane. ^{after}
8. After ^{that} I pass the bus I merge to the right lane.
9. Keep going straight and slow down and I turn on my turning signal and I turn to the right.

Appendix X

From "M to G"

TE 846

Final Project

Cook

Rubric for the Driving Assessment

Scale for each assessment is a 1 to 5 scale with 1 "below proficiency" and 5 "highly proficient".

Sequence of events	Oral Assessment	Written Assessment	Comments
1.	5	5	
2.	5	5	
3.	4 5	5	Right right
4. Schoolbus stopping ahead	5	5	
5.	5	4	
6.	5	3	Turned left into "A"
7.	5	4	
8.	3	4	"Turn onto ramp" was difficult.
9.	4	5	"Enter freeway"
10.			

Appendix Y

From M to G

1. Watch for cars before you enter the road.
2. Turn left and stop to the red light.
3. When the light is green I turn left on the road.
4. I'm going straight and keep going until the school bus stop.
5. Because the school bus stop I slow down and stop ~~no~~ closer ^{than} 20 feet.
6. Keep going and slow down and ^{then I} ~~turn~~ left ^I ~~to~~ A.
7. Watching for the cars and ^{onto} turn right.
8. Going straight and turning ~~to~~ the ramp.
9. ~~With~~ Watching for the cars before you enter to the free way and go fast.

From "F to Q"

TE 846

Final Project

Cook

Appendix Z

Rubric for the Driving Assessment

Scale for each assessment is a 1 to 5 scale with 1 "below proficiency" and 5 "highly proficient".

Sequence of events	Oral Assessment	Written Assessment	Comments
1.	4	5	Specificity
2. slow car in front	5	5	
3.	3	5	Had hard time depicting situation
4.	5	5	
5.	5	3	
6.	5	4	
7.	5	5	
8. Blinking red light	5	5	
9.	3	5	"right-of-way" "I am the right way"
10.	5	5	

11)	4	5	forgot "merge"
12)	5	5	
13)	5	4 5	
14)	5	5	
15)	5	5	
16)	5	4	

Appendix AA

From F to Q

1. Going 70 mile per hour on the free way
2. There's a slow car in front of me.
3. I saw the person from far away driving slowly so I merge to the left lane of the free way.
4. I pass the car and I merge to the right lane
5. I keep going straight and slow down, ~~and~~ ^{then I} turn right ~~to~~ ^{onto} the exit.
6. Stop ~~on~~ ^{at} the stop sign.
7. ~~Looking~~ ^{Looking} for the cars and turning right.
8. Slow down and stop to the red blinking light.
9. If I stop first I have to go first because I have the right way.
10. Turning to the right and I merge to the left lane.
11. Going straight and merging to the turning lane.
12. I turn right and I go straight.
13. Slow down and stop to the stop sign.
14. I watch for the cars and keep going straight then stop to the next stop sign.
15. ~~Watching~~ ^{I watch} for the cars and turn left.
16. Going straight and slow down and turn ~~to~~ ^{right} the place.

**SOLOM Teacher Observation
Student Oral Language Observation Matrix**

10/2/2011

Language Observed:

English

Administered By (signature):

Brandon Cook

Grade:

Date:

7/28

	1	2	3	4	5
A. Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech. Although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions.
B. Fluency	Speech so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression	Speech in everyday conversation and classroom discussions fluent and effortless; approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited comprehension quite difficult.	Student frequently uses wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word order that occasionally obscure meaning.	Occasionally makes grammatical and/or word order errors that do not obscure meaning.	Grammar and word order approximate that of a native speaker.

Appendix CC

