

Student Portfolio Profile: Elsie

Age: 13, 7th grade **Origin:** Burundi; Born in Tanzania refugee camp. Current refugee status in U.S. **Languages:** Kirundi, Swahili, mother speaks French

Arrival: Dec 2013, began school January 2014. **Community and School:** Burundi community enclave, public housing; predominantly African-American school. Learning African American Vernacular English (AAVE) as her BIC (Basic interpersonal communication) language.

Family: Here with mother, who works nights, and two younger sisters. Father remains in Burundi. Parents completed primary school. They attend an African Christian church

Education: Limited, interrupted education; struggles in school because of limited education and English proficiency.

Interests: Dance—takes a dance class at school and learns various styles. Does not like ballet; Kirundi/Swahili language music, African American hairstyles. Favorite snacks: fruit and Fuego Taki chips; favorite meat is chicken. Family eats a lot of beans and rice with hot chiles, much like her Latino classmates.

Access Scores from Spring 2016:

Listening - 2.2 Speaking - 1.5 Reading - 1.9 Writing 1.6 Overall Literacy - 1.8 Composite - 1.8

		1 - Entering	2 - Beginning	3 - Developing
WIDA Can-Do Descriptors	Performance Definitions	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support 	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support 	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
	Listening	Process explanations by <ul style="list-style-type: none"> Matching instructional language, given orally, with visual representation (e.g., "Show me your schedule.") Identifying functions of content-related topics based on short oral statements reinforced visually (e.g., <i>organisms in ecosystems</i>) 	Process explanations by <ul style="list-style-type: none"> Classifying content related visuals per oral descriptions (e.g., <i>environmental v. genetic factors</i>) Matching oral sentences of cause and effect to illustrations (e.g., <i>weather or climate conditions</i>) 	Process explanations by <ul style="list-style-type: none"> Matching main ideas of familiar text read aloud with visuals Showing differences between or among content-related phenomena described orally (e.g., <i>descriptive statistics</i>)
		1 - Entering	2- Beginning	3 - Developing
Speaking		Explain by <ul style="list-style-type: none"> Comparing attributes of real life objects with a partner Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams 	Explain by <ul style="list-style-type: none"> Describing situations from modeled sentences Connecting two content-related ideas that define "how" or "why" 	Explain by <ul style="list-style-type: none"> Demonstrating how to conduct experiments, engage in processes, or solve problems with supports Stating why events occur, phenomena exist, or some things happen
				Elsie's Analysis
				Short phrases, short answers in general, some specific content language used: fruits, vegetables, protein, knowledge of food categories and which foods belong in those categories, incomplete acquisition of linking verbs - "to be" and "have" Incomplete acquisition of plural phoneme -s, incomplete present tense verbs with -s, does not use the word "about" in "We talking the whole thing"

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Reading	<p>Process explanations by</p> <ul style="list-style-type: none"> • Matching content related objects, pictures, or media to words and phrases • Identifying social or academic topics highlighted in text 	<p>Process explanations by</p> <ul style="list-style-type: none"> • Comparing ideas on the same topic in a series of simple sentences • Identifying how content-related phenomena relate to one another in illustrated text or media 	<p>Process explanations by</p> <ul style="list-style-type: none"> • Illustrating relationships between main ideas and details in paragraphs • Sequencing steps or events to describe processes (e.g., <i>solving math problems</i>) 	<p>Running Record Analysis – Accuracy rate is 89% - frustration level. HOWEVER, excluding missed word endings (-s), (common for ELs at this level), her level is 92% -instructional level on Level H, and 95% - independent level on Level G - H - Lexile between 80 - 450, 1st grade level. Her comprehension at this level is good. Primarily looking at the visual aspects of words: looks at first letter and sometimes the last, and tries to come up with a known word that might work. 2nd most common word decoding strategy is through the meaning of the sentence.</p>
	<p>Alphabet checklist: Knows most letters. Confuses Gg and Jj and Cc and Ss. This is a developmental phase in learning the alphabet. Many young NS (Kindergarten) make the same mistakes when learning to read because the names of the letters sound like the sound the letter represents.</p> <p>Sight Word Inventory Analysis: Does not know: with, went (we will see she confuses the two when she reads); could; confuses come and came (also seen in writing assessment) other missed words: Either either adds or drops word endings and tries to decipher based on visual aspects and known words. “grow” and “glow” highlight difficulty with r’s and l’s in the middle of words. (Does not hear the difference.) Likely L1 interference. Also present in running record.</p>			
Writing	<p>Explain by</p> <ul style="list-style-type: none"> • Indicating relationships by drawing and labeling content related pictures on familiar topics • Describing processes or cycles by labeling diagrams and graphs 	<p>Explain by</p> <ul style="list-style-type: none"> • Connecting short sentences • Comparing illustrated descriptions of content-related concepts (e.g., <i>mitosis v. meiosis</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> • Comparing and contrasting information, events, or characters • Producing descriptive paragraphs around a central idea 	<p>Areas needing work: incomplete acquisition of past progressive tense - ex. was use unsure when to use articles unsure of when to use the infinitive form - to + verb confuses “come” and “came” spelling of her and here</p> <p>Areas of strength: compound word bathroom understands how to use “this” correct spelling of several high frequency words</p>
	<p>Student Self-Assessment - Elsie wants to be a teacher or a nurse. She enjoys dance and science, but not social studies. She has trouble reading her social studies texts.</p> <p>Anecdotal information – Elsie likes to help other people. She always volunteers to staple papers for me, to arrange desks, and to help a newcomer in her class. She enjoys working in a workbook during her “free choice” time. I think seeing the pages completed gives her a sense of accomplishment. She likes working on it by herself. She does not have the same reaction to more difficult writing assignments. Elsie enjoys watching music videos on her computer, but seems to get bored with assignments that I post online that can be completed online. She enjoys hands-on, including paper and pencil, assignments more.</p>			