TESOL 410: Case Study Descriptor and Criteria for Assessment

Introduction: Students bring an array of life, cultural, social, and language experiences to the learning process. They have divergent temperaments, capacities, learning preferences, motivations, and needs. The end goal is support students to learn English in a way that allows them to meet their personal, academic and professional goals. However, the support students need to reach these goals will vary with different individuals. To adapt curriculum to meet individual needs, teachers use systematic observation, data gathering, reflection and application over time. Through the process of developing a case study of one student, you will have the opportunity to begin developing this range of skills and abilities. This intentional inquiry process will eventually become a part of how you do your work. The overarching question you are addressing is: *Who is this student and what have I learned about him / her to help me support the development of English language proficiency?*

Of note: Please be careful to ensure the privacy and confidentiality of your student!

Case Study Profile

Context (20): Describe any contextual information that will help the reader understand your observations and recommendations. Introduce the reader to your student to offer a sense of who the student is, how you interacted with him/her, and of the setting in which you interacted. Describe the kinds of activities the student is involved in beyond your interaction (classes, programs, professional context).

Language and Learning History (30: Include information on the students' language and academic preparation, motivations, and plans for the future (Diagnosing Your Student Grid, AQS, Shulmann's acculturation elements).

Relevant Cultural and Language Information (20): What have you learned about this student's home culture and language that would help you adapt curricular content or make accommodations to support the student's learning (L1 – L2, Culturally Relevant Content, Culturally based discourse patterns or learning preferences)?

Individual Differences in Cognition, Affect, and Learning Preferences (30): What have you learned about this student as a learner? What motivates her, how does this student prefer to learn, are there cultural expectations or learning styles of which you should be aware, etc.

Formal and Informal Assessment Data (40): Drawing on both formal and informal sources available to you, how would you assess the students' level of language development in listening, speaking, reading and writing? You may use interviews, observations and work samples as assessment data. ELD Standards (posted on BB in documents section, ESL Acquisition chart (in appendix of Collier), SOLOM assessment and CLIC (in activity file on BB), IEP level may also support your assessments. For those working in a school setting, formal assessments may also be available to you. Keep in mind that students may perform differently on assessments in differing contexts based on their affective filter!

Recommendations / Accommodations (40): What have you learned about your student that would help you to target instruction to an appropriate level, that adapts instruction in a way that supports their learning, or defines that motivate the student? Are there specific needs for academic language or literacy development? Describe these in enough detail that a teacher who has not worked with this student would be able to benefit from your assessments and accommodations.

Appendices (20): Include anything you used as a source of evidence within your case study narrative. These must include your observation log as well as any assessment tools you used/adapted (Diagnosing the Student / AQS, CLIC, SOLOM, CLBP), work samples and formal assessments. For those who could not do a SOLOM interview with your student, add your assessment in this section but note that it is with a different student.