



New Mexico Professional Development Dossier

Your Teacher Licensure Number: N/A Student Teaching – Armstrong, Megan

Level of Advancement

Level I to Level II

Level II to Level III



Strand B: Student Learning

Student X

I. Introduction

Age:8

Grade Level: 2nd grade

Subject or Discipline Area: Writing/organization

Number of Students in His/Her Class: 20

Names of concepts, understandings, or skills illustrated: Conventions of writing: punctuation, grammar, spelling; Author's voice; ability to write on topic and supply support for topic.

How the Student's Level of Work Compares to Others in His/Her Class: Student X is close to grade level in reading skills. His middle of the year benchmark on the Standard Test for Assessment of Reading (STAR) placed him at a 2.4 his goal was 2.5. His middle of the year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) indicated he was on track for grade level. He struggles in math concepts and computation, but is not drastically below the other students in his class.

II. Explanation of Student X's Learning (2000 words maximum)

- A. On initial classroom baseline collection, this student portrayed basic lack of understanding in the conventions of writing. This student performs at slightly below the average in class, but often is not noticed for lack of understanding due to his social and interpersonal communication strengths. This student was falling behind in multiple areas in the middle of the year including reading and math. While reviewing writing samples, he showed potential for growth in the specific areas of writing conventions, especially in organization of writing. My goal for this student was for him to grasp basic conventions of writing especially sentence and paragraph structure.
- B. The student produced the writing samples along with the whole classroom beginning the week after Spring Break. The student produced two sentence(s) samples each week as well as a paragraph each week. The data has been collected to show the weekly paragraph grades and rubric results; the average of the two sentence samples based on rubric results; as well as a weekly average of all three writing samples. Each sample is a narrative paragraph. Sample 1 was collected the week after Spring Break as a baseline. The Sample 2 was collected one week after the first. Sample 3 was collected two weeks after the second sample, and sample 4 was the last sample collected during the 6th week of the intervention.
- C. Example 1 demonstrates Student X's first attempt on writing using the writing process. The class had worked through the process, with step by step instructions on how to complete the final paragraph. Student X struggled with the process as shown in an incomplete and disorganized piece of writing. With this baseline piece I focused in on the rubric and worked with the student in writing conference on following the basis of the four square planning (Resource 1) we did as a class.

Example 2 was completed one week after the first sample. It shows some improvement in sentence structure, but overall still has some organizational issues. The student and I continued to work on the four square planning from the previous week as well as discussing more concepts from the rubric based on the 6 writing traits (Resource 2). As we discussed the next week's writing the student was reminded to keep working on the organization as well as making sure he was paying attention to good structure, better word choices, and conventions.

Example 3 was produced two weeks after Example 2. This sample showed a lowered rubric and grade score for the week. Once again the student had forgotten one of the structural sentences, and continued to struggle with spelling and capitalization. At this point I continued to use a full paragraph sample to teach and remind students of proper conventions (Resource 3). The students in general but particularly this student enjoyed the sample rough drafts I would present for editing (Resource 4). I continued to bring specific issues to Student X's attention throughout the writing portion of class.

Example 4 was the last sample collected from the student. The organization was correct and there were minimal conventional mistakes. Those noted are higher level issues dealing with tense, which was not strongly modeled in class. I was very pleased with the student's overall progress throughout these samples.

- D. To encourage the student to understand his learning I worked with him one-on-one to discuss strengths and weaknesses while reviewing writing produced. The student also participated in whole class practice editing of my own writing showing common mistakes I had seen in student writing. With this student I

spent time in our conferences discussing how writing can be organized to make it readable, how to plan out writing, and how to use the writing process to assist in completing a quality finished piece of writing. I would check in during the student's writing time checking on the organization and progress of the week's paragraph assignment. For his sentence writing I would also spend time having him review his work before he turned it in.

- E. Parents were informed by letter and consigned request to work with student. Writing samples produced were sent home on a regular basis with notes about improvement and encouragement to continue. Student X stated verbally that he and his mom had looked at these samples and discussed them.

III. Examples of Student X Work (3 to 5 examples)

Example 1:

Student X

Work Example 1

~~_____~~ # 3-22-13
If I built a park it would be fantastic. It will
I will have a water slide, play on the monkey
bars and please slide on the huge dragon
slide. Maybe it will have a haunted house.

Complete & Clear sentences +5/18

Indentation 0/2

Name +1

adjectives/adverbs +2

Misspelled words ~~1~~ -5

+3/20 15% (E)

Example 2:

Student X

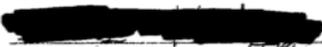
Work Example 2

~~_____~~ 2/6-13
My favorite food is pizza. I like it bec
smells good and I ^{can} eat it with my hand.
It has lot of ^{pepperoni} ~~pepperoni~~ and it has lot of cheese
The pizza is ~~it~~. Pizza is the best food
and the bread and the little cheese and the
~~pepperoni~~

Example 3:

Student X

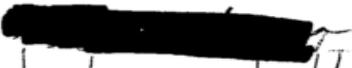
Work Example 3


It is important to know how to deal with a bully. First you should run away from a bully. Next you should tell the teacher. You can also try asking them to stop. Finally you should ignore them.

Example 4:

Student X

Work Example 4


Let me tell you about my dream vacation. I would love to go to Italy. I am ^{want to go} going to Italy on ^a my soccer tournament. I would go on ^a my private jet. I am taking my soccer team. That is what I would do on my dream vacation.

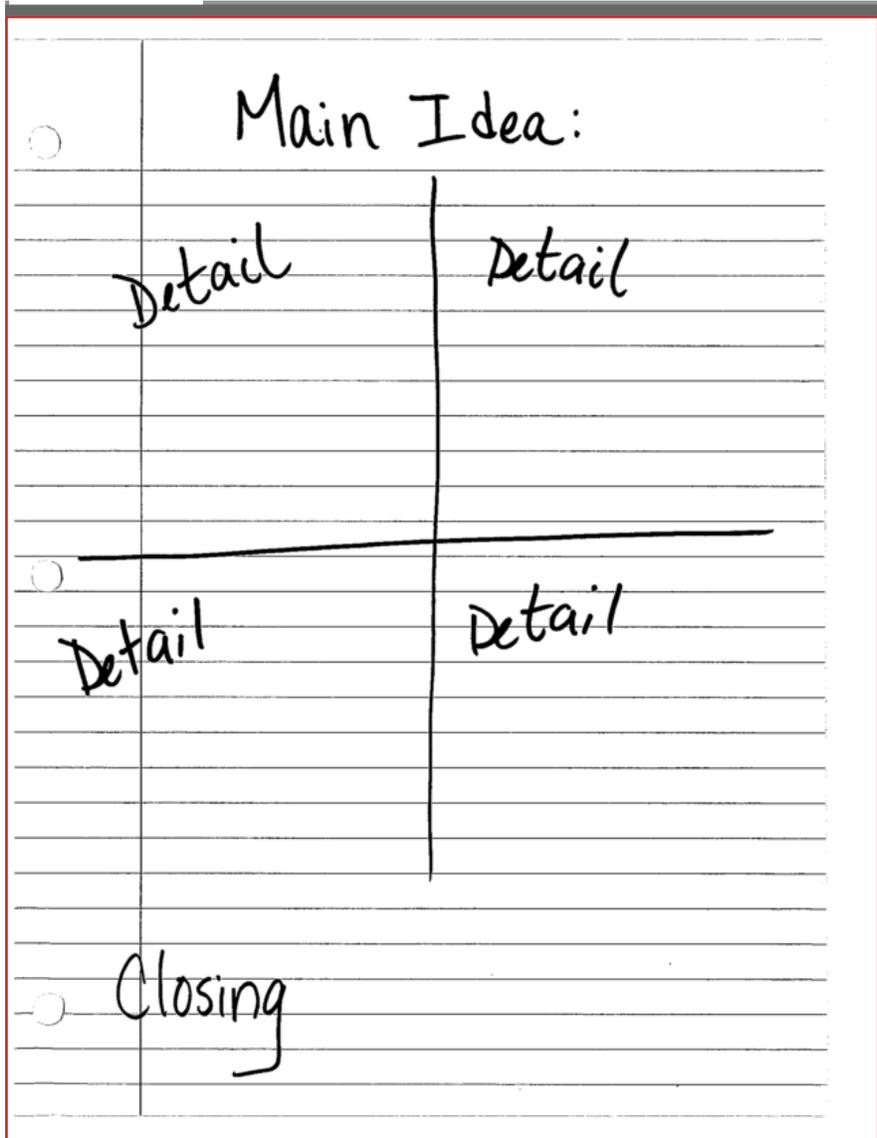
IV. Resources (maximum of 4 resources)

Resource 1:

Title: Four square organizational template

Resource Number: 1

Author: Teacher



Resource 2:

Title: Writing Trait Rubric

Resource Number: 2

Author: Teacher

WRITING INTERVENTION RUBRIC BASED ON 6 WRITING TRAITS - Paragraph

Student: _____

Writing Assignment: _____

Date: _____

Ideas & Content	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Clear, well focused topic <input type="checkbox"/> Important details support the topic <input type="checkbox"/> Interesting and easy to understand	
Organization	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Beginning that hooks the reader and is easy to follow <input type="checkbox"/> Writing is organized appropriately <input type="checkbox"/> Ideas link to main message <input type="checkbox"/> Strong conclusion	
Voice	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Enthusiastic about topic <input type="checkbox"/> Sounds like writer talking <input type="checkbox"/> Holds reader's attention	
Sentence Fluency	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Easy to read <input type="checkbox"/> Sentences begin in different ways <input type="checkbox"/> Some long and some short sentences <input type="checkbox"/> Sounds smooth when read aloud <input type="checkbox"/> Written in complete sentences	
Word Choice	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Some strong verbs or colorful phrases <input type="checkbox"/> Some adjectives <input type="checkbox"/> Any unique words <input type="checkbox"/> Avoids repeating common words	
Conventions	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Spaces between words and sentences <input type="checkbox"/> Title written correctly <input type="checkbox"/> Correct Punctuation (2 or less mistakes) <input type="checkbox"/> Proper spelling (2 or less mistakes) <input type="checkbox"/> Proper grammar (3 or less mistakes) <input type="checkbox"/> Paragraph indented	
Periods, quotation marks, commas, apostrophes in contractions, capitalization (prop. Noun, pronoun, months, days of week, titles, initials of people, beg. Of sentence)		

Spring 2013

Resource 3:

Title: Sample Paragraph

Resource Number: 3

Author: Teacher

Mrs. Armstrong

If I built a park it would be amazing! It will be super because it has a splashpad. My park will also have a cool petting zoo. If you get hungry my park will also have a snack bar. Lastly my park will always be clean. With all of these things my park will be fantastic.

6 sentences (3 points each)

Indentation (2 points)

Name (bonus point)

adjectives/adverbs (bonus point)

~~20~~ Misspelled words = -1

Resource 4:

Title: Sample Draft Paragraph for editing
Resource Number: 4
Author: Teacher

○ favorite

→ My favrit food ~~are~~ ^{is} jellybeans.

It ~~love~~ ^{because} jellybeans ~~are~~ ^{they are} sweet.

I can count them ~~be~~ ^{for} I ~~ate~~ ^{eat} them.

Jellybeans are fun ~~cus~~ ^{because} they ~~is~~ ^{are} colorful. ~~hard~~ ^{They are} on ~~the~~ ^{the} outside and ~~chewy~~ ^{ew} in the middle. I think ~~it~~ ^{you} should try them ~~to~~.

My for
It four
fore

○ because

○

Strand B: Student Learning

Student Y

I. Introduction

Age: 8

Grade Level: 2nd

Subject or Discipline Area: Writing

Number of Students in His/Her Class: 20

Names of concepts, understandings, or skills illustrated: Conventions of writing: punctuation, grammar, spelling; Author's voice; ability to write on topic and supply support for topic.

How the Student's Level of Work Compares to Others in His/Her Class: Student Y performs at grade level and performs at a high level in comparison to her class. Her middle of the year benchmark on her Standard Assessment for Reading (STAR) was 2.5 right on target while her middle of the year Dynamic Indicators of Basic Early Literacy Skills (DIBELS) indicates she is also on par for expected progress. She has a great aptitude for math concepts and computations.

II. Explanation of Student Y's Learning (2000 words maximum)

- A. Student Y is definitely at or above grade level and comparatively is a high performer in the class. I chose to work with this student to show diversity in instructions due to the mistakes noted on her baseline writing samples. Many of the errors seemed to be influenced by the student's ESL background. She reads and comprehends at or above grade level, and enjoys writing, however mistakes noted definitely distract from the quality of writing produced.
- B. The student produced the writing samples along with the whole classroom beginning the week after Spring Break. The student produced two sentence(s) samples each week as well as a paragraph each week. The data has been collected to show the weekly paragraph grades and rubric results; the average of the two sentence samples based on rubric results; as well as a weekly average of all three writing samples. Each sample is a narrative paragraph. Sample 1 was collected the week after Spring Break as a baseline. Sample 2 was collected one week after the first. Sample 3 was collected one week after the second sample, and sample 4 was the last sample collected during the 6th week of the intervention, three weeks after the third sample.
- C. Example 1 was collected as a baseline and clearly shows a wonderfully creative and playful use of narrative writing. Student Y however does not show any inclination that she paid attention to organizational concept presented during the writing of this sample. Also noted are the common misspellings common in ESL students "hab" instead of "have". What I found interesting in this sample is that in subsequent samples she often misspells "because" but in this sample has spelled it correctly. At this point during our writing conference I spoke directly about the writing trait rubric (Resource 1), and discussed how certain sounds like the Spanish "b" and the English "v" often cause difficulty for bilingual students.

Example 2 was produced one week after Example 1 and shows strong improvement. Noted in the paragraph are repetitious sentences which are often seen in other class writing samples of Student Y. She worked hard on this sample to make it sound interesting; however sentence structure is still causing her problems. I continued to discuss writing in conferences and in whole group after this sample was produced, although some pullback was noted.

Example 3 demonstrates a big step back for Student Y. This paragraph is lacking in interesting details and basic structure. I was taken aback when I saw this final draft. The rough draft had many more details and seemed to be set up appropriately. Noted also on this paragraph is a lack of unique words. And one of the most important words was repeatedly misspelled (friend). I encouraged her to begin using the dictionary (Resource 2) on a regular basis, which included reminders and instructions on how to use the dictionary. I also began to work with the large class group in laying out examples of a "great" paragraph (Resource 3), and group editing (Resource 4). Student Y became more animated when the instruction on writing was addressed to the whole group. She was involved in the discussions, and was less hostile when approached about a mistake found in her writing during edit review.

Example 4 was collected two weeks after Example 3. I was very pleased with this sample as it showed much progress from the step back shown in Example 3. Once again I was seeing Student Y's creativity and uniqueness come through in the sample – along with a close following of the organizational pattern. The mistakes are minimal in this sample and edits can be seen with some erasures. The mistakes not corrected are small and do not take away from the overall quality of the sample. From the first example

to the last, Student Y has shown tremendous progress – after a small skip shown the third week of writing.

- D. I worked with the student one-on-one to discuss strengths and weaknesses in the writing produced. The student also participated in whole class practice editing of my own writing showing common mistakes I had seen in student writing. With this student I spent time in our conferences discussing how common sounds were spelled differently in English. The dictionary proved to be a valuable resource for the student as she edited her spelling. I also found that often a simple point to the word and a question about what the word was in relation to the sentence would help the student. Often her spelling errors were more due to bad habits than actual lack of understanding. Occasionally throughout the six weeks of intervention Student Y would seem to draw away from one-on-one instruction in writing. While other students seemed to thrive on the attention, she would almost become embarrassed. The discussions with Student Y especially in relation to the common Spanish to English spelling mistakes were always done away from the group. It seemed as though any critique of the student’s writing was seen as criticism. I worked diligently to encourage her desire to write, as she often would write the most of anyone in class. As the weeks progressed she became more comfortable with the idea of editing – especially when we started some editing as a whole group. I was sure to praise the ideas and concepts behind Student Y’s writing especially in “free” write moments – and reiterated that her ideas and instincts as a writer were great, we were just “tweaking” the nuts and bolts of writing.
- E. Parents were informed by letter and consigned request to work with student. Writing samples produced were sent home on a regular basis with notes about improvement and encouragement to continue. I did not receive any positive or negative parental feedback in regard to the information sent home regularly.

III. Examples of Student Work (3 to 5 examples)

Example 1:

If I built a park it would be amazing! It will be super because it will be clean. My park also will ^{have} a cool soccer ^{field} ~~and~~ to ^{have} a ^{yard} ~~garden~~ ^{safe} ~~and~~ to keep my ^{motorcycle} ~~motorcycle~~ safe.

(Missing 2 sentences)

Complete Sentences 12/18

Indentation +2

Name +0

adverbs/adjectives +1

misspelled words/improper -8

capitalization

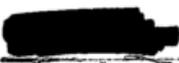
7/20 (35%) F

Example 2:

My favorite food is pepperoni
pizza. It tastes like pepperoni
and cheese. It's very very
very very good. It's my
favorite. It smells good
like just the right thing.
It looks good perfect. And
that's my favorite food.
That is why pizza is

11

Example 3:


It is important to be
a good friend. Real friends
play with other friends and
find new friends. Good friends
don't yell at other
friends.

Example 4:

[REDACTED]

Let me tell you about my dream vacation. It is fantastic to go on a vacation with my family. The place I would love to go on vacation is ~~to~~ Italy. I would like to go to Italy in a boat. I would like to visit the ocean. That's why my dream vacation is interesting.

IV. Resources (maximum of 4 resources)

Resource 1:

Title: Writing Trait Rubric

Resource Number: 1

Author: Teacher

WRITING INTERVENTION RUBRIC BASED ON 6 WRITING TRAITS - Paragraph

Student: _____

Writing Assignment: _____

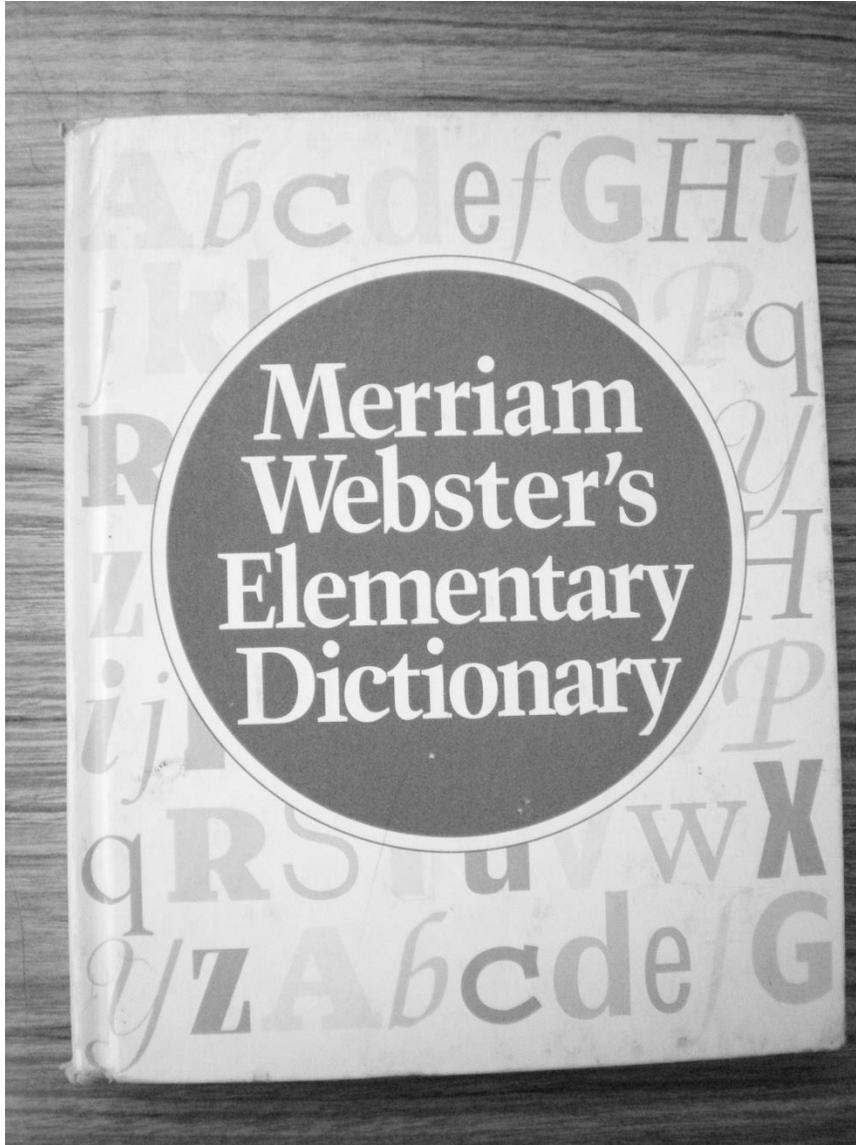
Date: _____

Ideas & Content	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Clear, well focused topic <input type="checkbox"/> Important details support the topic <input type="checkbox"/> Interesting and easy to understand	
Organization	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Beginning that hooks the reader and is easy to follow <input type="checkbox"/> Writing is organized appropriately <input type="checkbox"/> Ideas link to main message <input type="checkbox"/> Strong conclusion	
Voice	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Enthusiastic about topic <input type="checkbox"/> Sounds like writer talking <input type="checkbox"/> Holds reader's attention	
Sentence Fluency	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Easy to read <input type="checkbox"/> Sentences begin in different ways <input type="checkbox"/> Some long and some short sentences <input type="checkbox"/> Sounds smooth when read aloud <input type="checkbox"/> Written in complete sentences	
Word Choice	4 points/complete	Notes
score: 1 2 3 4	<input type="checkbox"/> Some strong verbs or colorful phrases <input type="checkbox"/> Some adjectives <input type="checkbox"/> Any unique words <input type="checkbox"/> Avoids repeating common words	
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score: 1 2 3 4	<input type="checkbox"/> Spaces between words and sentences <input type="checkbox"/> Title written correctly <input type="checkbox"/> Correct Punctuation (2 or less mistakes) <input type="checkbox"/> Proper spelling (2 or less mistakes) <input type="checkbox"/> Proper grammar (3 or less mistakes) <input type="checkbox"/> Paragraph indented Periods, quotation marks, commas, apostrophes in contractions, capitalization (prop. Noun, pronoun, months, days of week, titles, initials of people, beg. Of sentence)	

Spring 2013

Resource 2:

Title: Merriam Webster's Elementary Dictionary
Resource Number: 2
Publisher: Merriam Webster Inc. Publishers
Copyright: 1994



Resource 3:

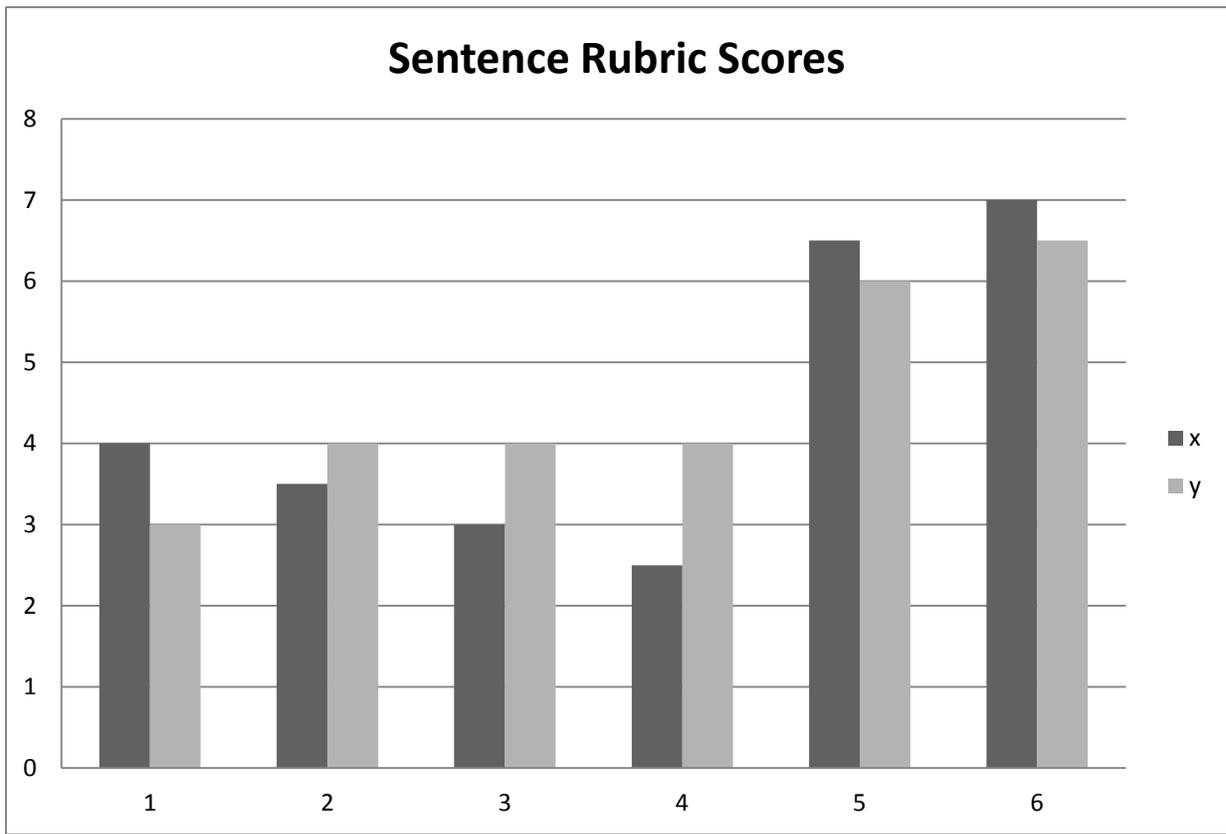
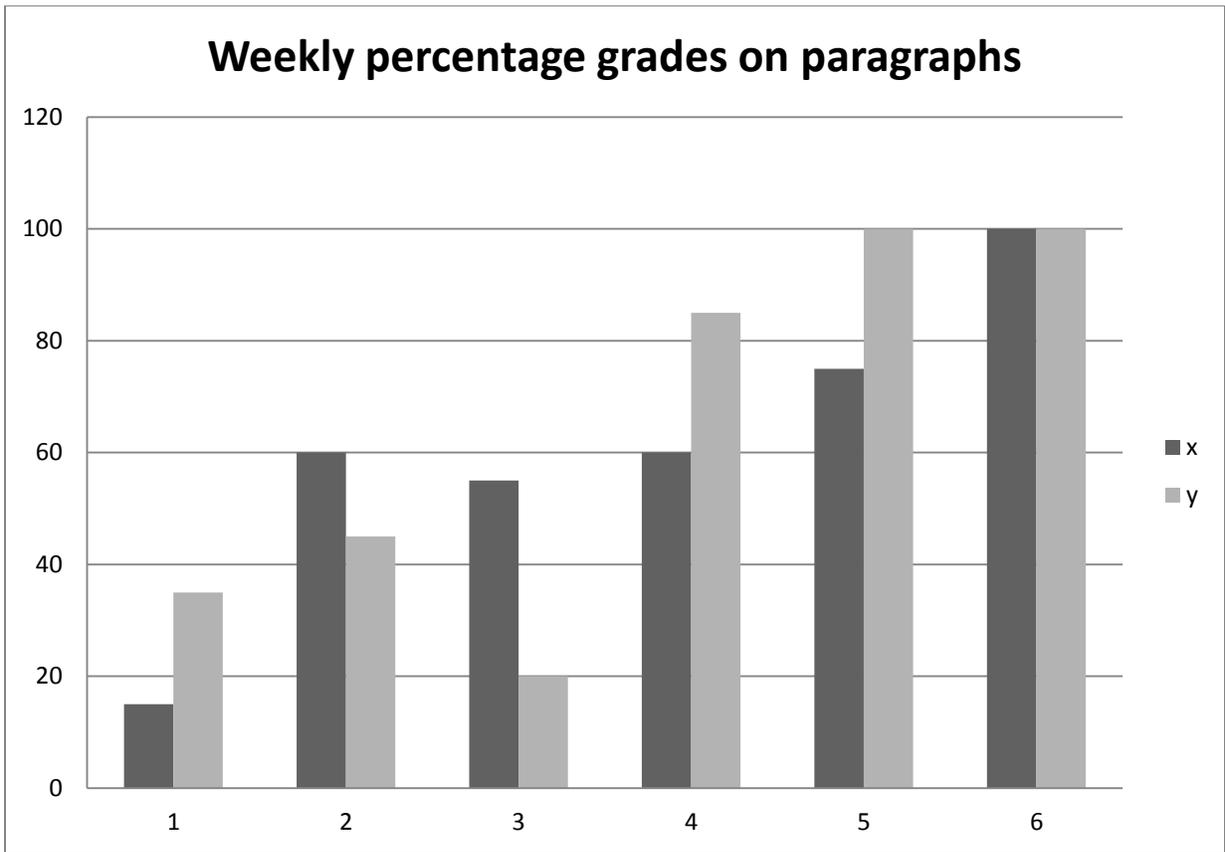
Title: Sample Paragraph
Resource Number: 3
Author: Teacher

Mrs. Armstrong

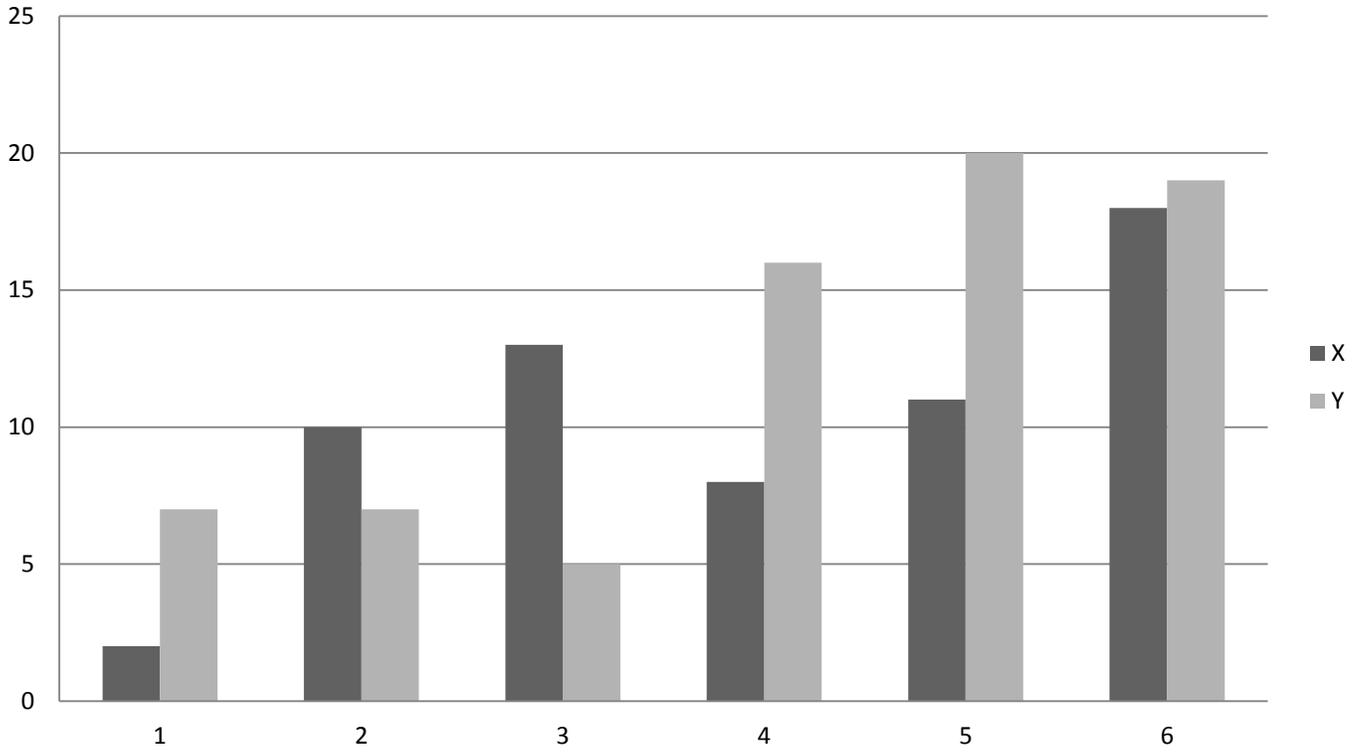
If I built a park it would be amazing! It will be super because it has a splashpad. My park will also have a cool petting zoo. If you get hungry my park will also have a snack bar. Lastly my park will always be clean. With all of these things my park will be fantastic.

6 sentences (3 points each)
Indentation (2 points)
Name (bonus point)
adjectives/adverbs (bonus point)

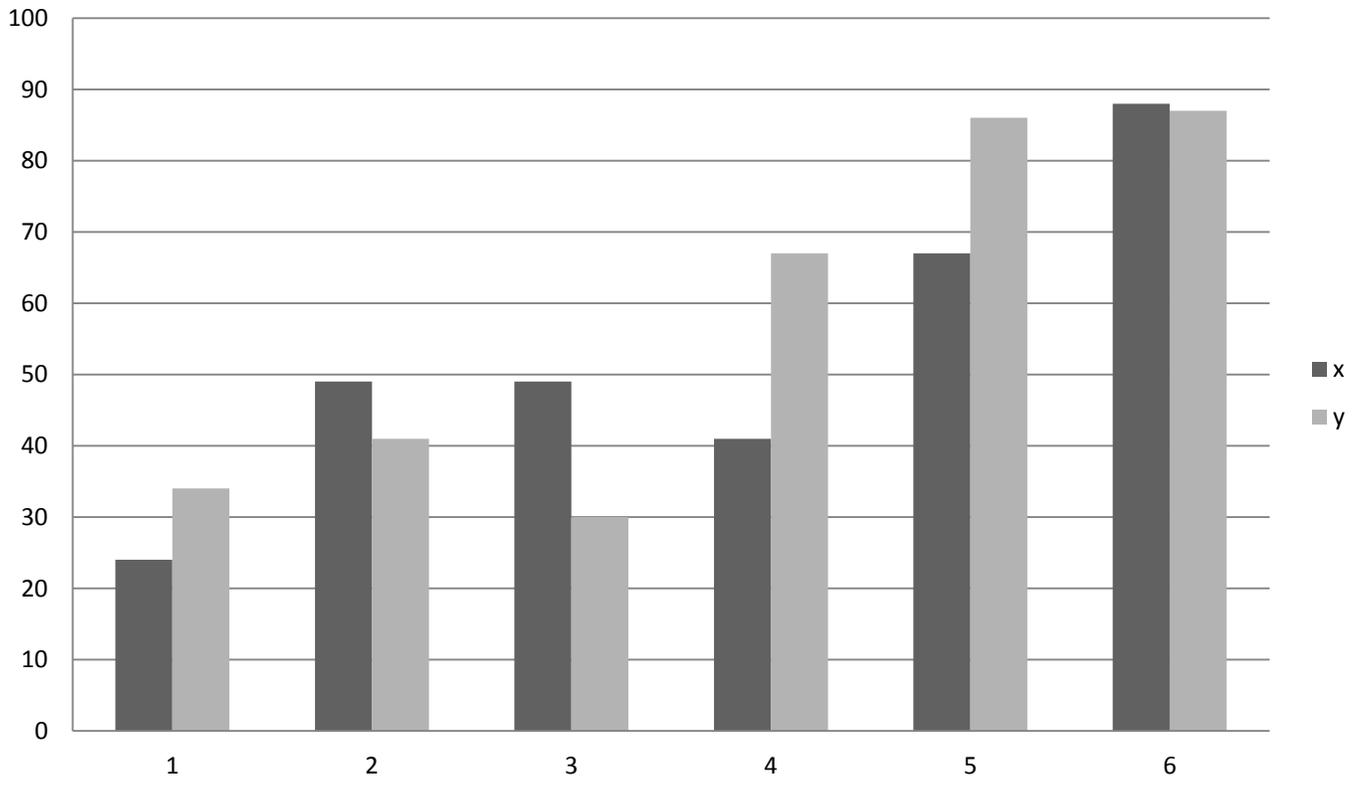
20 Mis spelled words = -1



Paragraph Rubric Scores



Weekly Writing Averages



Your Teacher Licensure Number: N/A Student Teaching - Armstrong

Level of Advancement

Level I to Level II

Level II to Level III