

Name	HW 2 Diagnosis and Remediation of a Learner			
Description				
Rubric Detail				
	<b>Levels of Achievement</b>			
<b>Criteria</b>	<b>There's room for improvement in helping this document to meet professional expectations (80%)</b>	<b>This work is on the road to meeting professional expectations (86%)</b>	<b>This work meets professional expectations (93%)</b>	<b>This work exceeds professional expectations (100%)</b>
<b>1. OVERVIEW OF THE CONTEXT: What is going on in the teaching/learning environment that explains why this observation is necessary, what elements of teaching and learning need to be addressed, and why they need to be addressed the ways you as the curriculum supervisor will suggest? This context includes information about the school/educational environment, the teacher, and the student. Note: You should be able to glean much of this information from the video -- but "OJO" (that's a Spanish expression meaning, "careful"/"watch out") – do not assume more information than is explicitly provided in the video.</b>	<b>2.4 Points</b>	<b>2.575 Points</b>	<b>2.8 Points</b>	<b>3 Points</b>
<b>2. OBSERVATIONS ON MOISES' CONTENT KNOWLEDGE &amp; LANGUAGE SKILLS: Here you will specify what you see as the key challenge that Moises is experiencing as a newcomer to English and the U.S. schooling system. How would you describe Moises' knowledge of mathematics? What about his academic English language proficiency in each of the 4 skill areas – listening, reading, writing and speaking? How might you describe these skills in terms of the English language proficiency standards? Does Moises display particular challenges in terms of English phonology (accent or reading difficulties) or morphology (the reading and</b>	<b>3.2 Points</b>	<b>3.45 Points</b>	<b>3.725 Points</b>	<b>4 Points</b>

<p>comprehension of past tense like the newcomers in Ms. Segura’s classroom), or are his problems much more broadly based in terms of limited vocabulary and syntactic (sentence structure) related to mathematical ideas in English? Does Moises appear to be comfortable or motivated in using English? How does he work with or rely on his peers as a source of knowledge or motivation?</p>				
<p><b>3. REFLECTIONS ON MS. PETERSON’S PEDAGOGICAL PERFORMANCE.</b> Provide feedback to Ms. Peterson in terms of her pedagogical performance with Moises. In what ways does she meet his content knowledge and academic English proficiency needs? In what ways does she fail to meet these needs? Does she attempt to go above and beyond “the call of duty” in terms of getting additional support for Moises? In what ways does she fail to do even “the basics” in terms of accommodating his needs in class? Note: Think about Ms. Segura from Freemont High School -- <a href="https://www.teachingchannel.org/videos/math-for-newcomers-ousd#">https://www.teachingchannel.org/videos/math-for-newcomers-ousd#</a> -- and what she does to help her students. Does Ms. Peterson demonstrate even these basic adaptations of her instruction?)</p>	3.2 Points	3.45 Points	3.75 Points	4 Points
<p><b>4. RECOMMENDED COURSE OF ACTION:</b> What strategies, skills, methods, or areas of knowledge should Ms. Peterson implement in her instruction and work with Moises in order to help him successfully acquire the academic English skills he needs to demonstrate his mathematics knowledge and participate in class. Provide 2-3 concrete pedagogical strategies Ms. Peterson could adopt in her instruction with Moises that will specifically enable him to meet the demands of the upcoming test. We will talk about a few strategies in class, but honestly, some of the best strategies come from the creative (and desperate) spaces in a teacher’s brain. There are not right / wrong answers here; simply answers that are better or less supported by evidence and /or experience. Note: Keep in mind what kinds of demands are required of a</p>	3.2 Points	3.45 Points	3.75 Points	4 Points

**math test – the ability to read directions, the ability to read the answer choices when they include both words and numbers.**

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