**Strand B: Student Learning**

**Student X**

1. **Introduction**
	1. Age: 17
	2. Grade Level: 11th Grade
	3. Subject: U.S. History Since 1877
	4. Class Size: 11
	5. **Concept Names, Understanding, Illustrated Skills**
		1. **Reading to writing comprehension:** Students being able to read materials and then apply them to question and or summaries.
		2. **Hearing to writing comprehension:** Students being able to hear information on a certain time period, and then applying that to question and or summaries.
		3. **Analyzing documents and explaining:** Students being able to see a picture/Political Cartoon/Primary document and analyze the aspects of it.
	6. **Students work compared to others in class:**

The student’s level of work (amount they do) would be about the same compared to others in the classroom. Student X probably writes more, and does more work than many others in the class. Considering Student X’s comprehension of reading and writing, and then translating that to words, Student X’s are a bit lower than most of their peers in the classroom. Student X’s comprehension of material when read to him is of higher quality, than when he/she has to read it themselves. It is my conclusion that Student X probably has a form of reading disability that prohibits them from comprehending material if not orally read to them.

1. **Explanation of Student X’s Learning**
	1. **Why I selected this student to represent how you work with the diversity in your class.**

The classroom that Student X is in is a very diverse classroom. Many students come from a poverty household. The students in this class for years have been considered the lower class, and disadvantaged because of where they live, and their ethnicity. Information from teachers working at this school has explained to me that about 30%-35% of the students in the school are considered special education students.

Student X was the idea student to pick not only because he/she takes their learning seriously, but because they have certain accommodations while taking test. Student X has to have test read to him, so that he understands the question more clearly. The first time I had to take him to the hallway and read his test to him I realized he would be a great student to try and help. The problems I noticed about this student before I started the observations of Student X, was that his work was confusing and his thought process bounced around.

* 1. **How these pieces of student work were produced.**

The pieces of work I choose for this student and for other students in his class were chosen during the spring 2013 semester. Most of the assignments for this class were group work with either a partner, or a group of three. Hardly was any work for individuals, and hardly was any work notes. The first example of work produced was a Prezi presentation that Student X helped to create. They had to take the information and write it on a piece of butcher paper. They had to take all the longer information and shorten and summarize it. The assignment was given at the beginning of February. Example two was taking a paragraph of MLK’s speeches and then answering questions about his speeches. This assignment was given in mid-February. Example three was a two part assignment. The first part was taking notes on the Watergate scandal, and the second part was analyzing political cartoons. This assignment was given at the beginning of March Example four was a two part assignment as well. Part one was reading a page of information about President Ford and Carter, and then part two was taking that information and conveying it to the rest of the class. This assignment was given during mid-March. The last example was the neo-conservatism notes. Besides just taking notes students had to take what they know, and what they were currently learning and answering questions presented in the notes.

* 1. **What these pieces of student wok show about his/her learning during time frame**

Example 1, submitted at the beginning of February, shows that Student X can look at presentation, hear what is important about the presentation and write down information. Example 1 also shows the weakness of Student X which is, not being able to take long information and correctly but that information into shorter summaries.

Example 2, submitted in mid-February show that the student gained a little growth from understanding the words of the Civil Rights Movement. Knowing words such as; desegregation, segregation, integration (Resource 1&2) and others really helped Student X grasp the ideas of Martin Luther King Jr.’s speech. Also Student X’s background knowledge of the Civil Rights movement helped him understand and comprehend information better. When reading the long paragraphs Student X was able to answer the questions and summarize answers with minimal help.

Examples 3, submitted in early March, show Student X’s ability to hear information, write down and summarize information, and then apply that information with analyzing political cartoons. Using the 5 W’s (resource 3) really helped Student X analyze political cartoons. Student X greatly improved his hearing to writing skills, and summarizing information. With being able to summarize information analyzing political cartoons seemed easy to him.

Example 4, submitted in mid-march, show Student X’s ability to read long paragraphs of information, summarize that information and then convey that information towards other students. Having definitions (resource 4) of the 1970’s-1980’s helped student X understand the paragraphs of information. The definitions included words that students should know such as; embargo, hostages, and confidence; but it also had words specific with the 1970’s-80’s such as; Accords, Détente, and peace treaty. Student X was able to complete this assignment exceptionally, and he was able to tell other what he wrote and figured out.

Example 5, submitted at the end of March, shows Student X’s ability to hear information, make a summary of that information and answer questions. It not only shows his ability to summarize the information but also pick certain information and write about it. Student X was able to conclude why he would, or would not be a conservative just by using the information he wrote down, and the question he answered. This was probably one of the better assignments because it used higher level of thinking.

* 1. **How you helped the student understand his/her learning**

Student X and I discussed his comprehension skills. I told him that I see a problem with him comprehending his reading unless it was read to him or that he would have to hear it. His disability had already been identified by the special education teachers, and he is already on an IEP. After discussing what would help him the most in comprehending his readings he told me that having a word bank with definitions (Resource 1&2) helped him understand what he was reading. He said before it was because he would read a word that he did not understand and he would wonder about the word while continuing to read and not understand what he was reading. Student X said having that word bank and definitions changed that function while reading. While analyzing documents Student X said that having notes (resource 3) about all the documents helped him as well.

* 1. **How you communicated with and involved the student’s parents**

Student X’s father and I communicated on two occasions. The first time we talked was when his father signed the paper to collect Student X’s work. While speaking with his father we talked about how his child had problems with reading comprehension. The father already knew this because of his IEP meetings. Student X’s father was happy to have someone helping his child with his reading and comprehension. The second meeting I had with his father was to talk about his progress. His father really liked that his progress was really good and that he was learning to comprehend his reading better. I told the father that it would be good if at home his father could read information at home and then make a word bank or definition list for him. I also said it would be good for his child to learn some more words, and be able to identify them.