**Strand B: Student Learning**

**Student Y**

1. **Introduction**
	1. Age: 11
	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 much lower than most of the students in the classroom. Student Y writes less, and their writing is very illegible. Student Y seems to not comprehend the subject matter as well as subject X, or their other peers. Student Y’s comprehension of material when read to them is higher, but still their translating the heard words into writing is still of lower quality. It is my conclusion that Student Y has a form of understanding comprehension that prohibits him/her from fully being able to complete basic assignments.

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

The classroom that Student Y is in is a mix of about six boys and five girls. The ethnic ratio in the class is about 80% is African-American and 20% are Hispanic. Most of the students in the classroom come from economically disadvantaged homes, and most do well in school. The work that I gave student Y and others in the classroom did not always tie in with their social upbringing, but when I did mention certain tie-ins with their life they seemed to enjoy it, and understand the material better.

I selected student Y because the first week I was here he asked me various questions about how certain things worked, how the assignment tied in with other assignments, and about college. Also when I noticed him doing his work he would get off task, and question his answer on his assignment because he did not comprehend the reading. He would also not comprehend what I was saying when I would be in front of the classroom talking. When students would have to read a paragraph and then summarize that paragraph, he would not understand how to shorten the paragraph and take the main idea.

* 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. This is because working as a group would benefit all students, especially students like Student Y. The reason this kind of work is beneficial for students like Student Y is because students who cannot comprehend as well as other students getting that assistance from other students could be better, than getting assistance from the teacher. 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 work show about his/her learning during the time frame chosen.**

Examples 1, submitted at the beginning of February, show that Student Y has the ability to hear and see information and write it down. While doing this assignment Student Y seemed to have many questions about the Civil Rights Movement. He seemed to be confused about some of the details, and was very curious about what to write. The reason he asked the questions about what to write is because he could not decide what would be the summary of the information. This first example gives me a clear baseline that he needs more work on hearing and comprehending, as well as reading and comprehending.

Example 2, submitted in mid-February, show that Student Y had little improvement with the additive of a word bank and definitions (Resource 1 & 2). Some questions on Student Y’s work were left blank, or answered “I Don’t Know”. I am not sure if the student was able to answer the question, or if they ran out of time from station to station. Example 2 also shows that Student Y did not comprehend the reading in the matter of getting the general or main idea. I felt Student Y needed more help with his work, and maybe needed more than just definitions from the word bank.

Example 3, submitted at the beginning of March, show that student Y can do a little better with having notes (Resource 3). Although his 5 W’s were not that good, he still had the main and general ideas of the Watergate Scandal. As I observed him he at many times forgot to look at his notes and I had to remind him that he could find the answer if he just turned his paper over and looked. After many attempts he finally realized he could just look at his own work. Although looking at his own work gave him a few answers he still had to ask other students for help.

Example 4, submitted in mid-march, show that Student Y reverted back to some old ways and stopped using the resource materials. I did give Student Y a set of 1970’s-1980’s definitions (resource 4) to see if that would help him comprehend the reading material, and it did in a way, but he still had trouble understanding what he was reading. Many times while walking around helping other students I would notice Student Y copying answers off of others papers. When I would finally walk by he would stop copying and act like he was doing something else. While viewing his completed work I noticed that many of his answers were short, and did not contain enough information. I concluded it was because he did not do the work himself.

Example 5, submitted at the end of March, show that student Y does well when hearing what he has to right and following along. Being able to have definitions (resource 4) on the notes he was able to answer the questions more clearly. Also at the end of the assignment were student Y had to write why he was a conservative he was able to use some of those definitions in his writing to convey why he would be a conservative. Although it took him some time to understand reading and comprehending, I think having something read to him and having a word bank and definitions will help him in the future.

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

After example two I talked with the student and asked him what it was that he really needed help with. He told me he did not need help with anything, and that he understood the information. I was quite skeptical because I could clearly see that something was wrong with his understanding of the materials. I did not want to push him to telling me what the problem was, so instead I helped him on various assignments, and tried to get him to understand his learning that way. After a few days, and a week of giving him more attention he started to talk more to me, and wanted me to help him understand his learning better. We talked and I asked did he understand what he was reading, and his answer was, “no.” I asked him if having the word bank (Resource 1) in front of him helped him any, and he said that it helped him a little, but he needed definitions to those words. After I gave him the definitions to the words (Resource 2) he felt he understood the material much more clearly. I really enjoyed that he felt he understood better, because that is what I was looking for with his learning. Although Student Y did not improve as much as I wanted him to, being able to have those different resources he could use will definitely help him in the long run of his learning.

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

I did not get to speak with Student Y’s parents as much as I wanted to because his mother was always busy, and his father is not around. The only communication I had with his mother was over the phone. Talking to the mother she seemed to have little interest in the students learning, and she almost seemed bothersome over my calls. The times I did call to his mother to talk it was about his grades being a little low, but that it was okay because together we could work on his assignments. I did try to get his mother to help by asking her to help him with his missing assignments and she agreed. But when I got his work back and asked him if his mother helped, he would always say no. Although I did not get his parents involved like I wanted to, he still showed some growth that was vital to his learning.