

Spring 2018 Narrative Assessment

Teddy Roselin | Instructor: Didi Johnson
June 15, 2019



PACIFIC
PREPARATORY

COURSE

English Language Arts and Social Studies, Grade 1

COURSE GRADE: N/A

INSTRUCTION DATES & WEEKLY SCHEDULE

January 15th - June 8th, 2018

Tuesdays 10AM - 12PM; Wednesdays & Fridays, 9AM - 12PM

COURSE DESCRIPTION

In the second half of the 2018-2019 school year, Teddy and I met for 8 hours a week to explore reading, writing, and social Studies. Teddy learned about the 50 U.S. states, further developed his reading and writing skills, and began learning about plants and planting seeds. Teddy accomplished the following four first grade Common Core State Standards in foundational skills, literature, writing, and language.

I rarely assigned Teddy homework; however, when I did, his homework assignments were manageable tasks, such as coloring state flags and reading. I used informal discussion and various writing tasks to formatively assess Teddy's progress throughout each unit.

Teddy was assessed informally on a weekly basis and formally twice, first on March 20th and 21st and second on May 22nd, 23rd, and 25th. Informal assessments included verbal discussions and writing assignments to determine whether Teddy retained information from previous lessons or readings.

Formal assessments included a final project report, Fountas and Pinnell leveled reading assessments, 1st grade timed writing prompts, the 1st and 2nd grade Common Core language arts assessments, the 2nd grade and 3rd grade MAP reading assessments, and the 2nd grade and 3rd grade MAP language arts assessments. Below are the units studied, the topics and skills learned, and the assessments conducted:

Unit	Topics / Skills	Texts	Formative & Summative Assessments
1. 50 States (Jan - April)	<ul style="list-style-type: none"> ● U.S. regions ● 50 US states ● U.S. geography ● American landmarks ● U.S. History ● U.S. Presidents 	<ul style="list-style-type: none"> ● <i>National Geographic Kids: United States Encyclopedia</i> ● <i>50 Cities of the U.S.A.</i> ● various nonfiction books on the different states 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Informal discussions ● Region maps (4) ● Regional state research reports (4) ● U.S. map ● Informational writing ● Narrative writing ● Creative writing <p>Summative Assessment: New York state research report, Fountas and Pinnell leveled reading assessment</p>
2. Plants (April - June)	<ul style="list-style-type: none"> ● Plant families ● Plant structures and lifecycles ● Agriculture ● Farming 	<i>Farm Anatomy: The Curious Parts and Pieces of Country Life</i>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Informal discussions ● Informational writing ● Narrative writing ● Creative writing <p>Summative Assessment: Planting seeds, Common Core language arts assessment, MAP reading and language arts assessments (results here)</p>
Reading / ELA (ongoing)	<ul style="list-style-type: none"> ● Reading independently ● Language arts skills 	<ul style="list-style-type: none"> ● <i>Scholastic Success with 1st Grade</i> workbook ● <i>Common Core 1st Grade Language Arts</i> workbook. ● Over a dozen books from the <i>Magic Treehouse</i> series ● Two books from the <i>Alvin Ho</i> book series ● Dozens of other Level 2 and Level 3 books ● <i>The One and Only Ivan</i> (begun) 	

STUDENT ASSESSMENT

Throughout this semester, Teddy has grown in a number of areas. Specifically, he has improved his ability to read longer, more complex stories, including chapter books and nonfiction texts. In the past, he used to feel intimidated by chapter books and did not feel he could read these longer, more challenging texts on his own. Now he is able to use his phonics and decoding skills to sound out unfamiliar words, as well as increased stamina to make it through more pages in one reading session.

Teddy has also improved in his ability to write longer, more detailed paragraphs by practicing

the steps of the writing process and creating different types of writing forms. Teddy is able to develop a writing topic, brainstorm ideas to include, and outline his ideas for organization and clarity. Finally, he has improved in his language skills. He used to have a very limited writing vocabulary that resulted in repetitive sentences that did not adequately demonstrate his complete vocabulary. Now, he is able to write a variety of sentences using different conjunctions, prepositions, phrases, and adjectives to convey his meaning.

Teddy has also improved in his soft skills. With the help of discussions and reviews, he has improved in his conversational skills. He also has improved in his time management and organizational skills. Instead of jumping from task to task, Teddy has learned how to use a daily schedule to know which tasks he needs to complete and in what order. He has also learned how to stay with one task until it is complete before beginning the next one.

Of course, Teddy still has areas for growth. In particular, he needs to improve on working independently and managing his emotional responses. Although his writing skills have grown significantly this semester, he still struggles to complete writing tasks on his own without teacher support or parental assistance. He needs help brainstorming ideas, getting started with sentences, and staying on task until completion. To help him with this, I have assisted with brainstorming ideas, provided sentence starters, and helped with spelling and punctuation. With one-on-one support, Teddy is able to perform all of his writing tasks in 10 out of 10 attempts. In the future, I would like to see Teddy be able to write independently for 7-10 minutes at a time.

Teddy's work shows he is growing and progressing in reading chapter books, writing grammatically correct sentences, and using longer paragraphs, yet he needs to improve with staying on task for longer periods and working independently. Therefore, he has earned a score of Emerging in writing and Advanced in reading:

- **Novice:** Student is learning skills and concepts and reliant upon much teacher assistance
- **Emerging:** Student is learning skills and concepts and needs some teacher assistance
- **Proficient:** Student is able to demonstrate proficiency with skills and concepts in 5 to 10 different attempts with 75-80% accuracy.
- **Advanced:** Student is able to demonstrate advanced understanding with skills and concepts in 3 to 5 different attempts with 90-100% accuracy.

INSTRUCTOR'S COMMENTS TO THE FAMILY

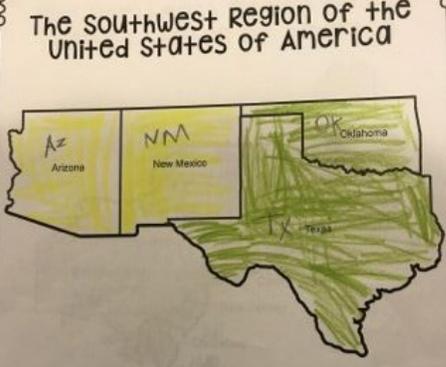
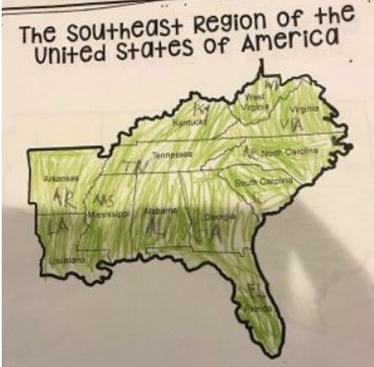
Teddy has strong conversational and reading skills. He does best with reading fiction and nonfiction texts on subjects of interest, as well as completing student-led research projects. I recommend that Teddy continue reading chapter books of increasing difficulty, particularly book series about quirky characters and nonfiction books about science topics.

Teddy continues to grow in his ability to problem solve and express his opinions and ideas. Therefore I'd also recommend that Teddy participates in age-appropriate social groups to further grow his conversational skills and ability to navigate conversations through negotiation, turn-taking, reciprocity, and managing emotions.

I am glad to have had the opportunity to work with Teddy. I hope that in the future he is able to write creative stories and poems, type quickly and accurately, and read the *Harry Potter* book series. I would be happy to work with him again in the future.

WORK SAMPLES:

Item 1: U.S. Regions Maps

<p>The West region of the United States of America</p>  <p>On the map, write the abbreviation of each state. Complete the following list with each state capital.</p> <table border="0"> <tr> <td>Idaho - Boise</td> <td>Alaska - Juneau</td> </tr> <tr> <td>Montana - Helena</td> <td>Washington - Olympia</td> </tr> <tr> <td>Wyoming - Cheyenne</td> <td>Oregon - Salem</td> </tr> <tr> <td>Nevada - Carson City</td> <td>California - Sacramento</td> </tr> <tr> <td>Utah - Salt Lake City</td> <td>Hawaii - Honolulu</td> </tr> <tr> <td>Colorado - Denver</td> <td>ARIZONA - Phoenix</td> </tr> <tr> <td></td> <td>NEW MEXICO - Santa Fe</td> </tr> </table>	Idaho - Boise	Alaska - Juneau	Montana - Helena	Washington - Olympia	Wyoming - Cheyenne	Oregon - Salem	Nevada - Carson City	California - Sacramento	Utah - Salt Lake City	Hawaii - Honolulu	Colorado - Denver	ARIZONA - Phoenix		NEW MEXICO - Santa Fe	<p>The Southwest region of the United States of America</p>  <p>On the map, write the abbreviation of each state. Complete the following list with each state capital.</p> <p>Arizona - New Mexico - Texas - Austin Oklahoma - Oklahoma City</p>										
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<p>The Midwest region of the United States of America</p>  <p>On the map, write the abbreviation of each state. Complete the following list with each state capital.</p> <table border="0"> <tr> <td>Ohio - Columbus</td> <td>Iowa - Des Moines</td> </tr> <tr> <td>Michigan - Lansing</td> <td>Missouri - Jefferson City</td> </tr> <tr> <td>Indiana - Indianapolis</td> <td>Kansas - Topeka</td> </tr> <tr> <td>Illinois - Springfield</td> <td>Nebraska - Lincoln</td> </tr> <tr> <td>Wisconsin - Madison</td> <td>South Dakota - Pierre</td> </tr> <tr> <td>Minnesota - St. Paul</td> <td>North Dakota - Bismarck</td> </tr> </table>	Ohio - Columbus	Iowa - Des Moines	Michigan - Lansing	Missouri - Jefferson City	Indiana - Indianapolis	Kansas - Topeka	Illinois - Springfield	Nebraska - Lincoln	Wisconsin - Madison	South Dakota - Pierre	Minnesota - St. Paul	North Dakota - Bismarck	<p>The Southeast region of the United States of America</p>  <p>On the map, write the abbreviation of each state. Complete the following list with each state capital.</p> <table border="0"> <tr> <td>Arkansas - Little Rock</td> <td>West Virginia - Charleston</td> </tr> <tr> <td>Louisiana - Baton Rouge</td> <td>Virginia - Richmond</td> </tr> <tr> <td>Mississippi - Jackson</td> <td>North Carolina - Raleigh</td> </tr> <tr> <td>Tennessee - Nashville</td> <td>South Carolina - Columbia</td> </tr> <tr> <td>Alabama - Montgomery</td> <td>Georgia - Atlanta</td> </tr> <tr> <td>Kentucky - Frankfort</td> <td>Florida - Tallahassee</td> </tr> </table>	Arkansas - Little Rock	West Virginia - Charleston	Louisiana - Baton Rouge	Virginia - Richmond	Mississippi - Jackson	North Carolina - Raleigh	Tennessee - Nashville	South Carolina - Columbia	Alabama - Montgomery	Georgia - Atlanta	Kentucky - Frankfort	Florida - Tallahassee
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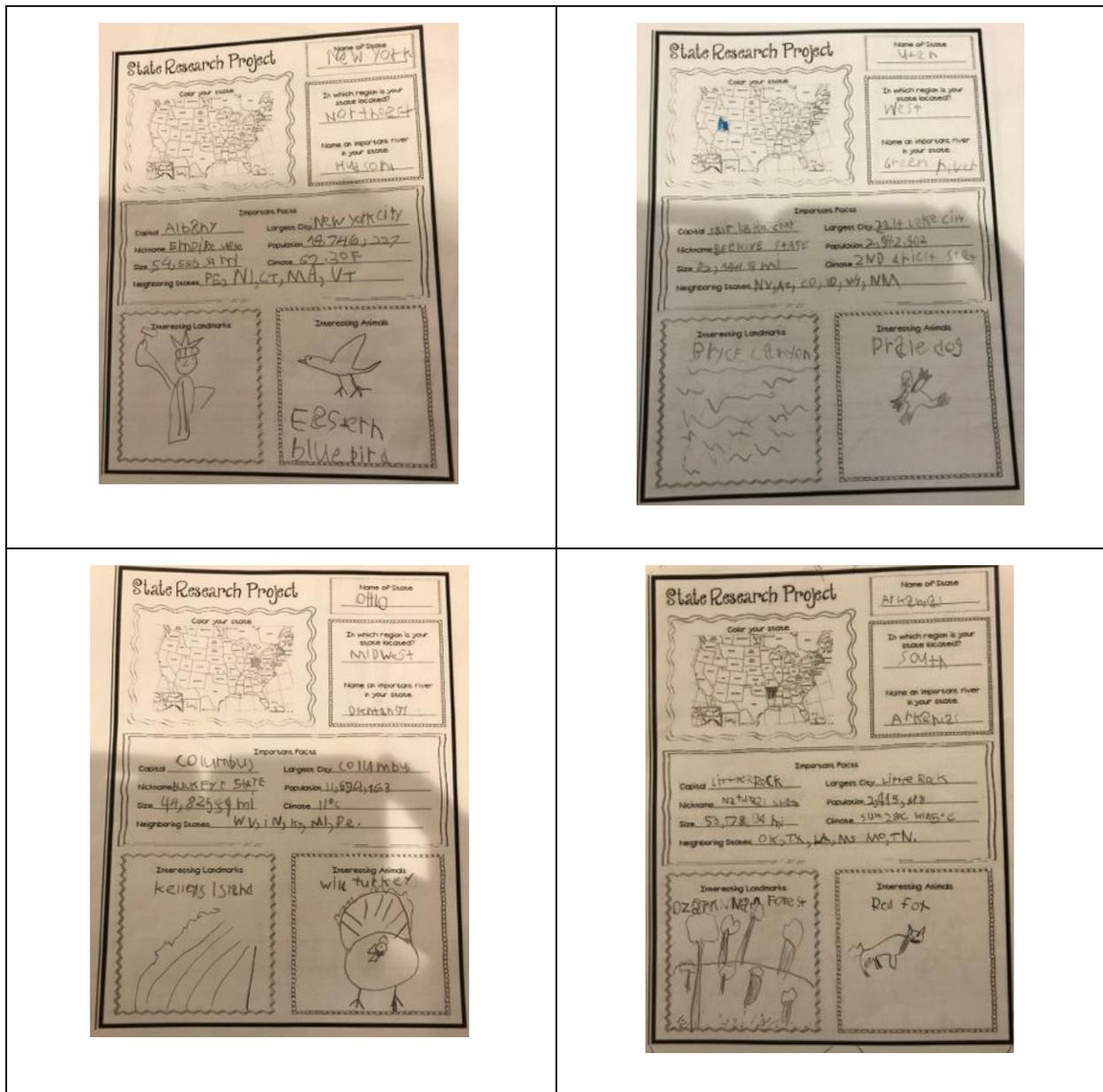
The Northeast Region of the United States of America

On the map, write the abbreviation of each state. Complete the following list with each state capital.

Maine - Augusta	New York - Albany
New Hampshire - Concord	Pennsylvania - Harrisburg
Vermont - Montpelier	New Jersey - Trenton
Massachusetts - Boston	Delaware - Dover
Rhode Island - Providence	Maryland - Annapolis
Connecticut - Hartford	

Seen here are the five U.S. regions maps that Teddy completed at the start of our study of each new region. Parts of this assignment were easy because Teddy simply needed to identify each state and remember its state abbreviation, while other parts were more challenging since he needed to use a reference guide to identify each state's capital. He struggled on some of the state capitals because he needed to know how to use an index in alphabetical order. However, he did well when he was already familiar with the state. Overall, this demonstrates a proficiency in memory and using resources to find information.

Item 2: State Research Reports

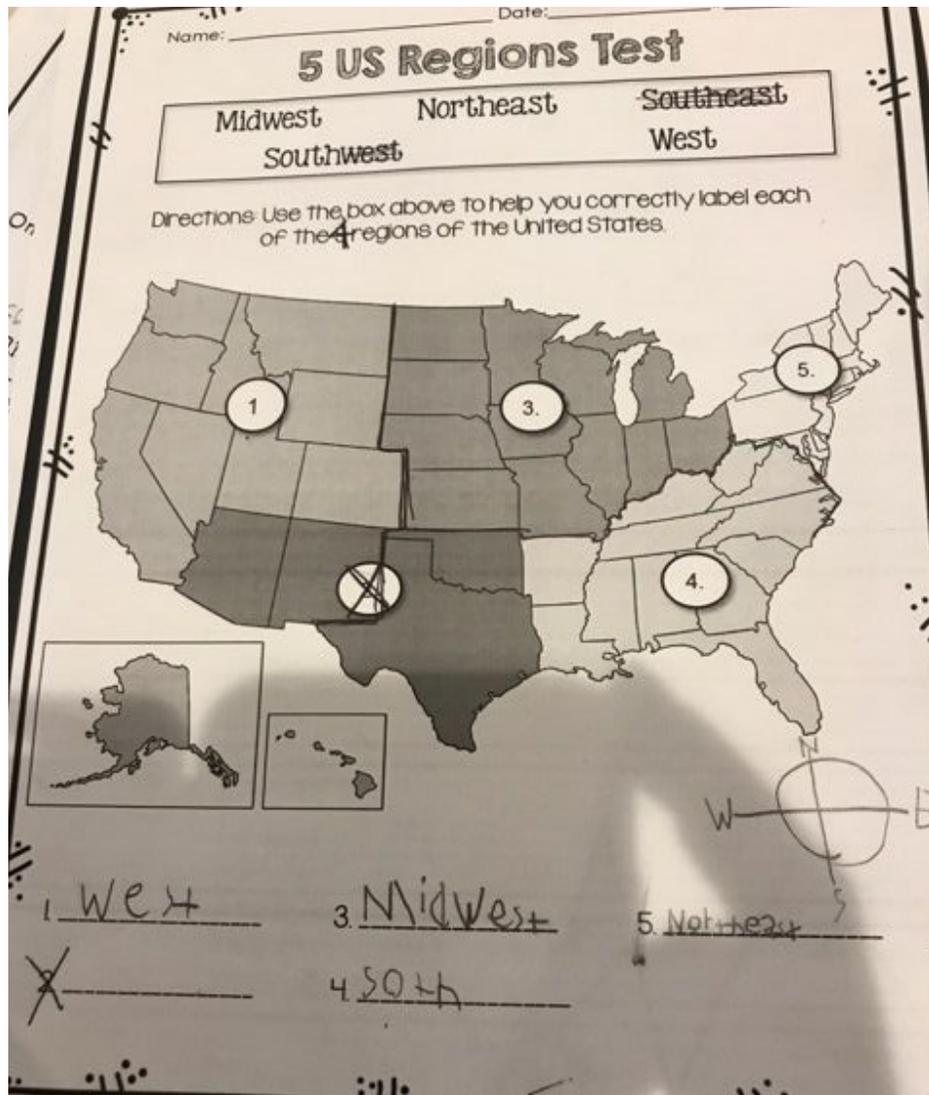


Seen here are the state research reports Teddy completed as we studied each of the four U.S. regions. He completed a state research report for one state per region for a total of four states. Parts of this assignment were easy because he was able to choose which state he wanted to further research, while other parts were more challenging since he needed to use different resources to find all the necessary information. Teddy struggled when he needed to find information using tables, charts, pictures, and written text. However, he did well when he could incorporate numbers and draw pictures. Overall, this demonstrates proficiency in using different resources to find information.

SF: 2443 Fillmore St #380-7575, San Francisco, CA 94115 | 415.990.1322
LA: 5042 Wilshire Blvd #37217, Los Angeles, CA 90036 | 310.905.6699

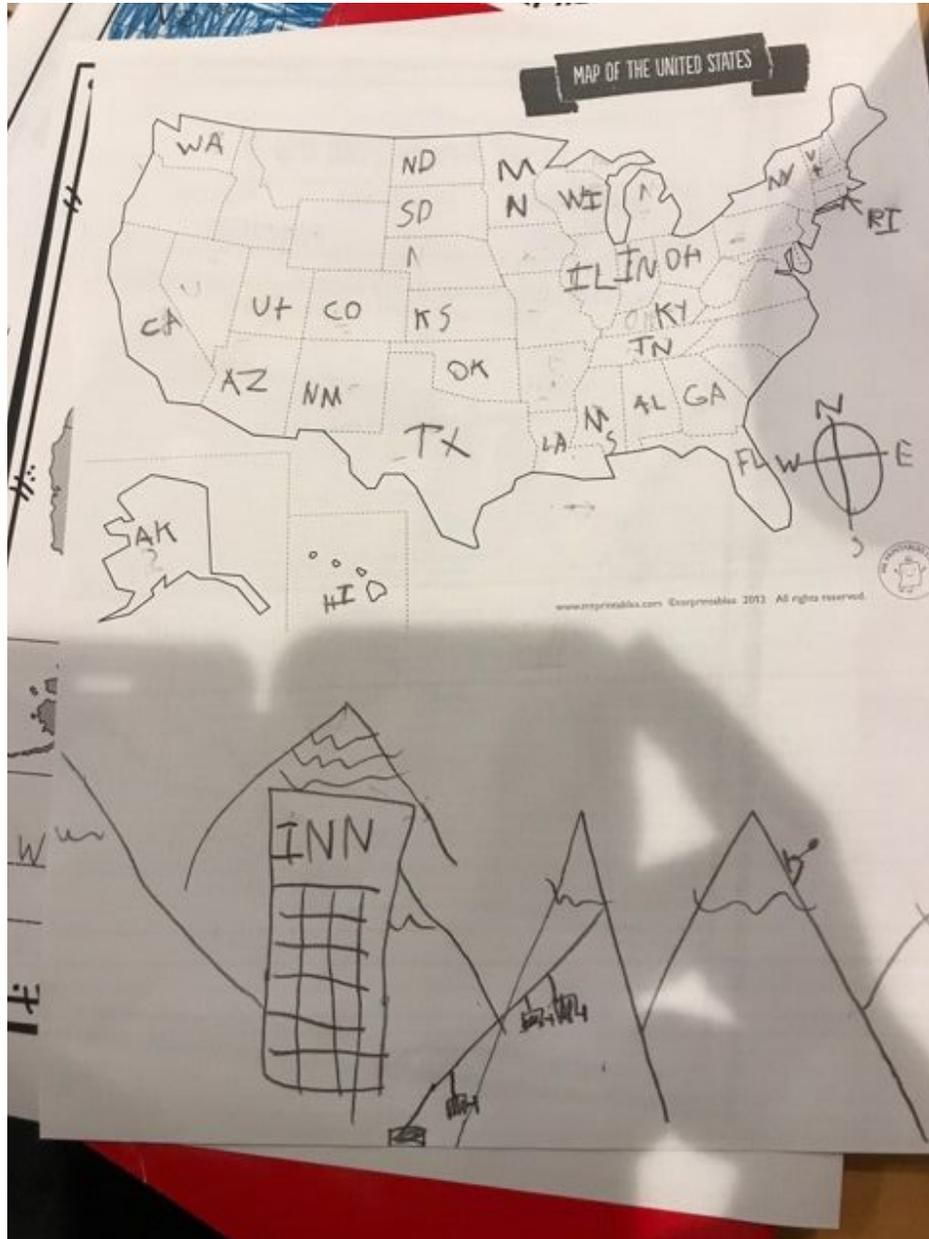
Prepared By **PACIFIC**
PREPARATORY

Item 3: U.S. Map Regions Test



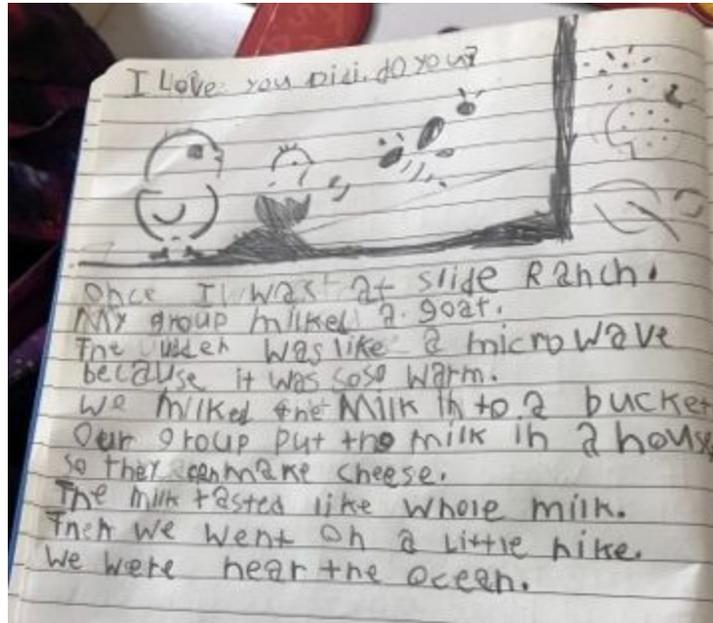
Seen here is a summative assessment completed at the end of the unit on the 50 U.S. states. Parts of this assignment were easy because he was able to use a word bank of the regions' names to match them, while other parts were more challenging since he needed to use his memory. Teddy struggled to memorize the general area of each region on a U.S. map. However, he did well on parts where he was able to use a compass to help with the general location of each region. Overall, this demonstrates proficiency with using maps and compasses, as well as using his memory.

Item 4: U.S. Map States test



Seen here a formative assessment to determine how many states Teddy was able to identify from memory. There were some states that he was able to easily recognize based on their shape and location; however, Teddy struggled to memorize all 50 states along with their location. He did well by properly identifying 27 states out of 50. Overall, this demonstrates limited skill in memorization.

Item 5: Narrative Writing



Seen here is an example of narrative writing Teddy completed in the second unit on farming and plants. Though he needed help remembering the event and picking out which details to include, Teddy found it easy to recount details from his lived experiences. He has not yet begun to write independently but he did do well in using different possessive pronouns (my, we, our) and utilizing conjunctions (because, so) to write a compound sentence. Overall, this demonstrates an emerging writing skill.

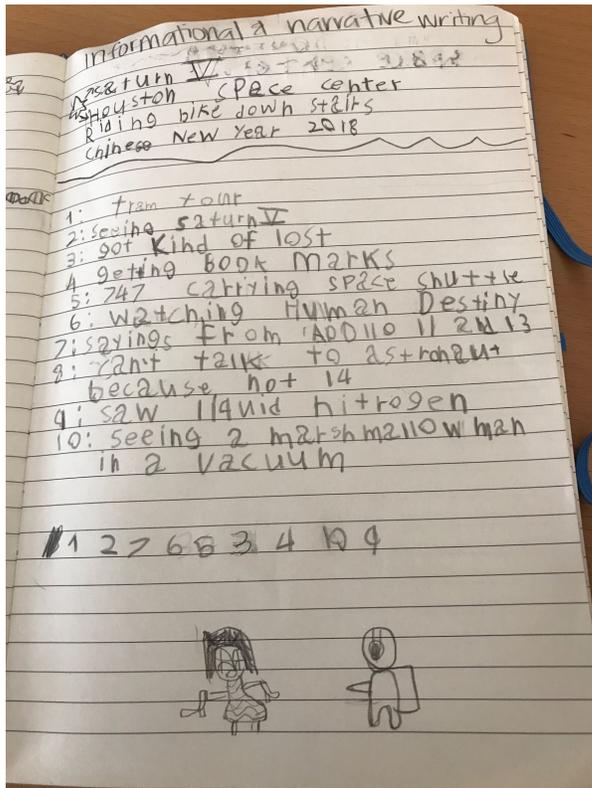
Item 6: Creative writing

Once upon a time, there was a chicken family in the wih. The family name was Gutschke. The chicks' names were Atticus and Ariadne. One day, the chicken family set off on an adventure. They went to a harbor and met a baby duck. Atticus asked, "What are we going to do with this baby duck? We can't just leave him here." "He can come along with us!" said Mommy. "OK," said Atticus. Then Ariadne said "Watch out! There's a car coming!" Atticus said "Baby duck come here!" Then the baby duck came. The car drove by and everyone was safe. The next moment, Atticus spotted a ferry boat. Atticus whispered, "Can we go on that boat?" "Yes," said Daddy. "Yay!" Atticus replied. But Ariadne seemed nervous because she was scared of the water! Atticus saw she was uneasy!

then he asked
"Why are you scared?"
"Because maybe the ship
might sink, and let's
not forget we're chickens
so we can't swim!"
exclaimed Ariadne!

Seen here is an example of a creative writing story. Teddy was able to easily create a cast of characters and a setting. He had so many ideas, in fact, that he needed help picking the most logical details. He also needed help with maintaining his stamina to finish the story. However, he did well varying his wording and sentence structures, and including character descriptions and dialogue. Overall, this demonstrates an emerging skill in creative writing.

Item 7: Spring Writing Assessment



Seen here is Teddy's final writing assessment. Parts of this assignment were easy because Teddy was able to generate a list of possible topics, select the topic which he felt the most interested in, and write an outline of details to include. He did a great job capitalizing proper nouns and varying his sentences.

The parts that challenged him were sustaining his interest over the writing process and writing independently on his own. He struggled to come up with sentences and with spelling when working on his own. However, once he had help with sentence starters and guidance on how to turn his thoughts into sentences, he was able to do well. He needed a total of 73 minutes to finish the draft.

He also struggled with punctuation, capitalizing the first word of a sentence, and some uppercase letter formation.

Overall, this demonstrates an emerging independent writing ability.

Today I am going to talk
about the Houston
space center.
I went on a tram tour.
A tram tour is a tour
when you're sitting in
little boxes touring
the center. Then we went
to Rocket Park.
There we saw the Saturn V.
There we saw signs,
on the signs we saw
the saying from Apollo 11
13. The next day I saw
Human Destiny. After that,
we saw a 747 carrying
a space shuttle.
I got kind of lost,
and I got three book
marks. Then I saw
a marshmallow
man in a vacuum.
Do you want to
go to Houston?