

Benchmarking ELD Level and Growth

(transcribed exactly as written, with spelling and other errors)

Break The School Rule

About 2 years ago, when I just came to United States from Vietnam. That incident happened in _____ Middle School. That school was my first school. I was 7 grade. In this incident, I broke the school rule because I didn't know English. If somebody asked me something, I answered "yes or no." Everybody laugh at me when I spoke English. I felt very embarrassed, and I felt like joke in front of people.

My four period was P.E. class. After this period, I had lunch. The bell rang. Every students went down to cafeteria. Except me, because I dressed very slow. I was the last one in locker room. I felt very hungry. My stomach was empty and it made sound. After I got ready I ran so fast to cafeteria. I knew I was late and would be the last of the line. I cross many streets and room. I heard some voice was calling me. I stopped and slowly turn around. There was a security behind me. She called me to stop and come closer. I felt a little bit scare, and worry. I thought she called me, because I ran so fast. Her name was Sally. I knew that, because I saw a small card on her right pocket.

"Come here" she said. "What is your name?"

"Vinh" I answered.

"What?" She asked again.

"Vinh" I said loud.

"Why do you run so fast?" She asked.

"Because I'm late" I asked and I felt a little worry.

She was stopped asking for minutes and she started to look around me. She told me to go with her. I was scared and worry. I wondered why she wanted I go with her. I could not ask she why, because I could speak English. I followed Sally to the Attention office. I was so worried.

"Sit down, here and wait." She said.

I sit down with other students. Were a lot of students in this office. I didn't know why are they here. After couple second, Sally called me again. I was so scare. My face was red, like a meat. My hands started shake. When hear Sally voice. That voice like speak of devil.

“Do you know what is on your shirt?” She pointed to my T shirt and asked.
 “Yes!!!” I answer with a self voice.
 “You broke the school rule” she said. “You cannot wear this shirt to school.
 “What?” I asked and I didn’t understand what she said.
 Everybody around were laughed at me. They through I was making fun.
 “I cannot speak English.” I said.

I felt very embarrassed when I said that. Sally was stoped asking. She gave me the list of Vietnamese students in this school. I told Sally who I knew in this school. She made a phone call. I didn’t know who she was call. Couple minutes later, there one Vietnamese student came up. That was Nhi. Nhi was my friend in this school. Nhi was tranlated everything Miss Sally said. I understood why Sally called me. On my T shirt there was a name of beer company “Miler”. I could not wear that T shirt to school, because that was one of the school rule.

After that day, I went home and read the school rule again. This time my sister tranlated to me everything. I always remember that day when I dress clothes, and ready to school. That day gave to me a good lesson. I felt very embrassed when everybody in the office laught at me. I think I was like a jocker or a stupid boy in that time. After that incident, I studied, and read a lot of English books. I want to be good in English. Now I go to school and have a lot of friends. I don’t have to worry about English. I don’t afair when someone ask me.

Evidence or examples of Error Type	Evidence or examples of Error Type	Evidence or examples of Error Type
Plan to Remedy	Plan to Remedy	Plan to Remedy

Issue: Refining students’ content area writing and oral presentation skills to employ standard English expression.

Strategy: Systematic, content ELD instruction – Identify potential language interference and plan instruction to address it.

For example, a speaker of Cantonese may routinely omit the plural marker –s at the end of nouns in English to indicate more than one. Such a student may be heard to say, “I have five book”. This is a predictable English error for this speaker since the primary language does not add such a word-ending to signify plural. In Cantonese, the number ‘five’ already indicates that the noun, ‘book’, is more than one so that an additional marker is unnecessary. When students who speak the same L1 (primary language) other than English routinely make the same type of error, it may indicate a non-transferable language element that needs to be taught explicitly.

ACTIVITY: Read over the student essay and circle every error. Go back over the errors and select three that occur throughout the paper and highlight each error-type in a different color so that you can easily spot examples of the same error-type. When you are done, share your findings with a triad and decide on 3 language objectives you would work on with this student.

Type of Error	Examples in the writing sample	Plan to remedy- Language Objective
<i>Example:</i> Omits –s at the end of plural nouns	...all the kid run away.	a) teach the English rule on plural nouns and provide examples of plural nouns b) use past writing samples as examples for students to edit c) practice peer editing