

Goal Setting and Assessment Portfolios for English Language Learners

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### ABSTRACT

This study provides an overview of the impact goal setting can have on English Language Learners (ELL). This qualitative research will consist of case studies of four to six students who are in fourth or fifth grade who are currently receiving pull-out English as a Second Language (ESL) instruction. Formative assessments will be conducted in this research study to identify areas of strength and growth in student participants' English proficiency. Data will be collected over a 6-week period where student participants will set academic goals for each language domain: listening, speaking, reading, and writing. Each student participant will have a portfolio at the end of the study that will consist of formative assessments, conference logs, and journal entries.

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## **Chapter I: Introduction**

English Language Learners (ELLs) are students whose primary first learned language is not English. These students enter United States schools with different backgrounds and experiences with the English language they are seeking to acquire. ELLs are given a yearly summative assessment, that identifies language proficiencies for each domain of language. Throughout the school year these students are not provided with common formative assessments that are specific to their growth of each language domain. Goal setting will be a component implemented in the student participants' portfolios. Adaptability correlates with self-regulation and goal setting for student participants' involvement and academic success (Burns, Martins, & Collie, 2018). ELLs must adapt to a new culture, expectations, and a new language. Adaptability "is considered a critical skill to develop and apply in school and beyond" (Burns, Martins, & Collie, 2018, p. 59). Avci stated that "self-regulated learners have a clear knowledge of their purposes, learning, styles, and their strengths and weaknesses" (2013, p.525). The focus of goal setting is to encourage students to achieve their personal best and consistently be thinking of ways they can continue with self-improvement. (Burns, Martin, & Collie, 2018). This study the student participants will implement goal setting with the four domains of language: listening, speaking, reading, and writing. Goal setting can be used for student participants with their academics, behaviors, and personal lives to create good practices to acquire intended outcomes. Students participants in this study will implement goal setting for academic growth in their language proficiency.

In this study the student participants' will learn to set goals and interpret their own World-class Instructional Design and Assessment (WIDA) Assessing Comprehension in



English State-to-State (ACCESS) data, to improve their language proficiency.

Considering this, goals have an important role and will be utilized to help the student participants' learning process move forward. Performance is evaluated by whether the student participant has or has not met desired outcome of the goal (Avci, 2013). When students learn to interpret their data, it will help them to take ownership of learning. It is important for student participants to define data, identify why it is necessary, look for patterns in the data, and draw conclusions (Smith, Molinaro, Lee, & Guzman-Alvarez, 2014). By teaching student participants how to interpret their own data this will provide an opportunity for understanding and student-generated data (Smith et al., 2014). By having student-generated data it makes it easier for student participants to interpret therefore they will be able to identify their areas of strength and weaknesses. The researcher will review each student participants' WIDA ACCESS data. This data will help the researcher and student participants' to understanding their level of English proficiency in the language domains: listening, speaking, reading, and writing. Once student participants have a stronger understanding of their data, they will be able to set goals for academic growth. Through this study student participants will continue to implement goal setting and interpret their data that will focus on ways to improve English language proficiency.

### **Context**

Each school year ELLs are given WIDA ACCESS yearly in the spring (WIDA, 2017). Student participants then receive data from WIDA the following summer break. The data from WIDA can be difficult for teachers, parents, and student participants to interpret. This can make it difficult to identify specific learning goals for each domain of

language. Understanding WIDA ACCESS data is important so it can guide the instruction for ELLs. WIDA ACCESS is one example of a summative assessment that determines the student participants' English proficiency level. Throughout the study, formative assessments will be used frequently, this will help address achievement gaps by tracking the progress that student participants are making. A series of formative assessments specific to language domains will help student participants to gain a deeper understanding of expectations at becoming proficient in English. These formative assessments will identify students' deficits in each language domain and guide teacher instruction. Formative assessments will be a representation of progress monitoring for ELLs. The use of data can "challenge assumptions and myths about student abilities", and it forces "educators to grapple with issues of instructional effectiveness" (Johnson & Uline, 2005, p.47). Once data has been interpreted, student participants can set goals and the teachers' instructions can be individualized, targeting language domains.

The selected student participants' English proficiency will vary from a newcomer to more advanced. Six student participants will be selected from fourth and fifth grade as the sample size to see what significant impact interpreting data and goal setting is most beneficial, if not in other grade levels. Each student will have a goal setting portfolio which reflects the four domains of language. This portfolio will contain the student participants' WIDA ACCESS scores as a baseline, individual goals, and formative assessments that provide evidence of growth for each domain of language.

Analyzing student data can help improve academic achievement because teachers, student participants, and parents will have a deeper understanding of areas they may need more support. Through instruction and goal setting, the teacher and student participants

will be able to work together for academic improvement. Student participants will be taught how to interpret their WIDA ACCESS summative assessment. Formative assessment data will be reviewed regularly and in a timely manner for each domain of language. Data collected will be shared with the student participants throughout the study, so they understand their goals and what they need to do to achieve them. The data collected will help the researcher and other educators to provide meaningful interventions for each student participant. Once student participants have learned to interpret their data, they will be taught how to establish learning goals. Goal setting and tracking data will help to identify student participants' most significant instructional needs and help to make academic gains quicker. With the researcher's support, student participants will learn goal setting strategies to implement with the intentions of becoming intrinsically motivated to improve language domains. The overall goal is for student participants to take ownership of their learning by understanding data and setting goals to strive to become more proficient in English.

**Problem Statement**

ELLs are provided with one yearly summative assessment the WIDA ACCESS that provides an understanding of their language proficiency in the four domains of language: listening, speaking, reading, and writing. Information gathered from the WIDA ACCESS data does provide an insight on the student participant's language ability. Throughout the school year though there are not other summative assessments that are specifically geared towards language proficiency. There are not common formative assessments that are utilized among English as Second Language (ESL) teachers to provide an ongoing understanding of the student participants' progress in their language

development. Based on my own observations within two different school districts some ELLs are progress monitored on their reading words per minute and their reading comprehension even though they are not proficient in English yet. While in the other district they do not feel this is best practices to progress monitor ELLs. Reading is a component of the four language domains. It is difficult to separate it when it could provide insight on the student participants' learning progression. Providing more data in each domain of language would be beneficial for classroom and ESL teacher. This data would provide an opportunity for differentiation, providing the student participants with the proper materials and support to help close achievement gaps so they can be successful.

### **Statement of Purpose**

The purpose of this qualitative study is to determine the impacts of ELLs interpreting data and setting goals will have on their English proficiency. This qualitative study will adopt a Collective Case Study Methodological Approach, consisting of six mini case studies. This study will monitor the student participants' academic growth in the four language domains outlined by WIDA: listening, speaking, reading, and writing. Student participants' will each have an assessment portfolio that will monitor their academic growth in their language proficiency. This assessment portfolio will have the student participants' WIDA ACCESS summative assessment, formative assessments, student-teacher conference logs, feedback from the researcher, and reflection journal entries.

### **Research Questions**

1. How does implementation of standards-based goal setting influence ELLs

self-efficacy?

2. How does implementation of standards-based goal setting influence student development of each language domain?
  - A) How is listening proficiency influenced by goal setting?
  - B) How is speaking proficiency influenced by goal setting?
  - C) How is reading proficiency influenced by goal setting?
  - D) How is writing proficiency influenced by goal setting?
3. Which strategies of goal setting do ELLs make most meaning from?
4. What evidence does goal setting data collection show growth in students' English language proficiency?

### **Significance of the Study**

The significance of this study is to provide an opportunity for ELLs to understand and take ownership of their learning. Students participants will have a deeper understanding of their English proficiency. Throughout this study these student participants' will be taught to interpret their data and implement goals that will hopefully impact their academic gains in their English language proficiency. Student participants will be provided opportunities to set goals and interpret their own data collected from formative assessments.

If a student participant is showing growth in English this could impact their academics in other subject areas because of self-confidence gained in verbal language, reading fluency, comprehension, and writing. This data would be helpful for other educators and parents to help them understand the student participant's English proficiency and how that affects other subject areas. This study could be implemented

with other ELLs by their ESL or classroom teacher to have a running record of student participants gains in English proficiency and how this will impact their summative assessment scores on the WIDA ACCESS. This is an assessment that ELLs are required to take on a yearly basis until they have provided evidence that they are proficient in English like a native speaker. If ESL teachers work more on integrating the language domains into the academic content, they teach this could impact WIDA ACCESS scores and show growth for the ELLs across the school. Growth in student participants' English proficiency could impact other summative assessments as well.

### **Methodology Description**

This qualitative study will adopt Creswell and Poth's Collective Case Study Methodological Approach, consisting of six mini case studies. Collective Case Study Methodological Approach has been selected "to show different perspectives on the issue" through a variety of perspectives and assessments will help to identify specific patterns and needs of the student participants (Creswell & Poth, 2018. P. 99). Case Study participants will consist of ELLs in fourth and fifth grade who are currently receiving pullout instruction in addition to their regular classroom instruction. The subgroups for these student participants will be based on their WIDA ACCESS scores with students ranging on a one to six-point scale. The six selected students' English proficiency levels may vary from entering to reaching. There are six performance WIDA English language proficiency levels: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching (WIDA, 2017). Examples of entering ELLs who receive a score of one, would be student participants who give one- word responses, rely heavily on visual aids for language understanding, and might be able to follow one-word commands or

instructions (WIDA, 2017). Student participants who receive a two for emerging will have some general understanding of language, respond in phrases or short sentences, may struggle with oral or written language with semantic, syntactic, and phonological errors (WIDA, 2017). Those with a developing score will have some specific understanding of language in content areas. Their vocabulary is expanding to more complex sentences. Oral and written language will have some errors but much of the meaning will be retained (WIDA, 2017). Student participants who receive a four for expanding will have some variety in their sentence patterns and structure. They can convey their meaning in their oral and written language with minimal errors within a paragraph (WIDA, 2017). Bridging student participants have more complexity in their sentence lengths; they write stories and essays generally with grade-level materials. Student participants who are reaching, communicate as efficiently as their peers in their oral and written language (WIDA, 2017).

Student participants receive a proficiency score for each language domain. Then student participants receive a composite score for oral language which consist of 50% listening and 50% speaking. Literacy composite scores come from 50% reading and 50% writing. Student participants receive the comprehension composite score from 30% listening and 70% reading. Then the overall composite score consists of all language domains: listening 15%, speaking 15%, reading 35%, and writing 35% (WIDA, 2017).

Goal setting will be modeled by the researcher and implemented with student participants. Student participants will have a collection of data from each domain of language. The effectiveness of goal setting will be analyzed through a variety of data collections such as student-teacher conferences, fluency reading checks, work samples,

and recorded samples of oral reading and speaking. Each student participant will have a portfolio to collect their assessment data. This series of data collection will help identify the effectiveness of goal setting. The data will target each student participants' specific needs for language growth.

### **Definition of Terms**

The following is a list of terms that were defined for this study to provide understanding for readers.

**Formative Assessment-** is the process by which assessments are utilized as tools to identify student needs early on. The researcher will conduct variety of methods such as conferencing, checklists, fluency reading checks, recording oral speaking and reading to determine the student participants' progress. (Stiggins & Chappuis, 2012).

**Goal setting-** the process in which the researcher and/or student participant establishes measurable goals with a set timeframe of when they want to accomplish the task.

**Language Domains-** is "the modalities of language; listening, speaking, reading, and writing" (WIDA, p.116).

**Language proficiency-** "a person's competence in processing (through listening and reading) and producing (through speaking and writing) language" (WIDA, p.116).

**Levels of language proficiency-** "the division of the second language acquisition continuum into stages descriptive of the process of the language development; the WIDA ELD Standards have six levels of language proficiency: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching" (WIDA, p.116).

**Scaffolding-** providing student support based on the "students' already acquired



skills and knowledge to support their progress from level to level of language proficiency” (WIDA, p. 116)

**Summative Assessment-** this type of assessment is utilized “to verify that students have met standards in an accountability sense” (Stiggins & Chappuis, p. 30). The researcher will evaluate the student participants’ progress by looking at data that sums up an instructional period using WIDA, statewide standardized assessment, and quarterly benchmarks given by the school.

## **Overview**

In Chapter Two, the literature will identify effective strategies for implementing goal setting to encourage academic and personal success. The literature will provide examples of effective goal setting. Literature in this chapter will help to understand data to accomplish academic gains. It will identify ways to teach interpreting data to student participants, so they can create their own learning goals. In Chapter Three, the researcher will identify the methodology for this research study. Collective Case Study Methodology Approach has been selected to examine, analyze, and share each student participants’ individual learning progression. Collective Case Study Methodology will provide different perspectives of the effectiveness of goal setting. Creswell (2018) states, “often the inquirer purposefully selects multiple cases to show different perspectives on the issue” (p. 99). The researcher will share details of the data collection process, rubrics, writing prompts, and sample questions.

The results of the study will be provided in Chapter Four. Goal setting will be identified if it was or was not successful with student participants. This chapter will share if the ESL teacher’s instruction changed due to portfolio data collection. Chapter Five

will be the final chapter providing a summary of the study, results, and recommendations for future research.

## **Chapter II: Introduction**

In Chapter Two this literature review that will provide some background information about ELLs and different stages of language acquisition. This will provide an opportunity to understand the process of learning a second language. Literature will be provided to understand the positive impacts of implementing goal setting and self-regulated learning strategies so that student participants are intrinsically motivated and have a clear understanding of expectations they want to achieve. Self-efficacy relates to goal setting and self-regulated learning because they have common themes such as student participants taking ownership of their learning by setting goals and interpreting their own data. Next, this literature review will define different types of assessments: formative, summative, and portfolio assessments. The importance of reviewing data with student participants so they understand their progress and growth while providing meaningful feedback, so student participants can make connections on ways to be successful. Best practices for ELLs will be discussed along with the current challenges these learners still face today.

In 2012, “the U.S. Department of Education estimates that approximately 4.5 million English learners are enrolled in public education in public schools across the country-roughly 10 percent of all students enrolled in K-12 schools in the United States” (Ferlazzo & Hull Sypniewski, p.5). Murphy (2009) discussed the support needed for ELLs, “classes across the curriculum should have language objectives” (p. 27). Ferlazzo and Hull Sypniewski (2012) stated, “the ELL population continues to grow, with some demographers predicting that in twenty years the ratio of ELL students to English-only students could be one in four” (p.5). Ferlazzo and Hull Sypniewski (2012) discussed the six

stages of language acquisition: preproduction, early production, speech emergent, beginning fluency, intermediate fluency, and advanced fluency. Murphy (2009) stated that, “educators will want to begin by establishing a baseline of student’s ability in each of the four strands of language: listening, speaking, reading, and writing” (p. 26). During preproduction the student is absorbing the second language but not speaking it, the early production stage the student is in the beginning stages of speaking the second language, speech emergent stage the student is able to say words and short phrases, during beginning fluency the students social speech is stronger than their academic language, during intermediate fluency the student is fluent in their second language with very few errors, and advanced fluency is the final stage where the student is able to speak in their second language fluently (Ferlazzo & Hull Sypnieski, 2012). Garcia (2011) identified an issue that teachers face when ELLs are integrated into the English-only classroom these students “often give evidence of communicative competence and teachers mistakenly assume that communicative competence to mean that the students will be able to function successfully in the academic setting” (p.63).

### **Goal Setting**

Hattie (2012) wrote that students need to be taught goal setting strategies and how to implement SMART goals, these are “specific, measurable, ambitious, results-oriented, and timely” (p.53). It is important that student participants have a teacher to model how to set effective goals, as stated in order “to evaluate one’s progress toward achieving them by asking students to periodically write or talk about what they have achieved, what they still would like to achieve, and how they will do it” (Ferlazzo & Hull Synieski,

2012, p. 283). Locke and Latham (2002) identified five characteristics of successful goal setting as: clarity, challenge, commitment, feedback, and task complexity. Reeves (2016) stated, “mission and vision explain your goals and your values, and ultimately, guide your plans for the future” (p. 14). Ferlazzo & Hull Synieski (2012) stated, “Setting goals increases intrinsic motivation and give students ownership of their learning. By setting goals for their reading, students also learn what readers can do to improve their skills” (p.125). Locke and Latham proposed a theory (as cited in Hattie, 2009),

A major reason difficult goals are more effective is that they lead to a clearer notion of success and direct the student’s attention to relevant behaviors or outcomes, whereas “doing your best” can fit with a very wide range of goals. It is not the specificity of the goals but the difficulty that is crucial to success. There is a direct linear relationship between the degree of goal difficulty and performance. (p.164)

Hattie (2009) said, “goals have a self-energizing effect if they are appropriately challenging for the student, as they can motivate students to exert effort in line with the difficulty or demands of the goal” (p.164). Covey (2008) explained that data notebooks are a resource used by each individual student participant to intrinsically motivate them to achieve their goals, to keep record, and track their own data. Ferlazzo and Hull Synpieski (2012) explained it is important to “involve students in self-assessment because they feel more ownership of the learning process and are better able to identify specific learning goals for themselves” (p.277). An effective formative assessment is providing the opportunity for ELLs to set their own goals, to evaluate their progress (Ferlazzo & Hull Synieski, 2012).

**Self-Efficacy**

Eaker and Keating (2015) stated, “the greatest gift teachers can give a student is the student’s belief in him or herself” it is important to create a classroom environment where students can monitor their own learning and they are provided with teacher support to achieve a predetermined proficiency level (p.35). Bandura (1997) define self-efficacy as a “capability in which cognitive, social, emotional, and behavioral subskills must be organized” (p.36-37). Teachers must demonstrate self-efficacy within their classrooms and collaborative teams, these teachers hold their students accountable to high expectations and they believe their students can acquire the “knowledge, skills, and persistence to ensure their students learn” (Eaker & Keating, 2015, p. 33).

Kim, Wang, Ahn, & Bong, (2015) stated, “self-efficacy is critical when students are self-evaluating the tasks and setting their academic goals” (p.137). Self-efficacy impacts the students’ motivation and academic achievement (Bandura, 1997). The importance of self-efficacy is knowing that it “is not a measure of the skills one has but a belief about what one can do under different sets of conditions with whatever skills one possesses” (Bandura, 1997, p. 37). Naseri and Zaferanieh (2012) identified in their study that these ELLs showed “a significant strong positive correlation between high self-efficacy scores and improvement in reading comprehension scores. There was also a relationship between high self-efficacy scores and students reading strategy use” (p. 727). Bandura (1997) emphasized the importance of students believing they can accomplish tasks has a direct impact on their perseverance and academic success.

**Self-Regulated Learning**

Self-regulated learning (SRL) is defined as an opportunity for improvement of academic proficiency, the learners set learning goals, apply the strategy, and implement effective learning, and persevere to academic success (Zimmerman & Schunk, 2011). Self-regulated student participants are continuously setting goals for improvement, implementing the strategies they have learned, and making sure they provide time for reflection to focus on their areas of strengths, weaknesses, and where they can be challenged more (Kim, Wang, Ahn, & Bong, 2015). Student participants who implement SRL strategies take ownership of their learning “steering and directly cognitive and motivation process to achieve the learning goal” (Boekaerts & Cascallar, 2006, p. 200). SRL helps students to understand their learning process to determine the goals they need to attain (Boekaerts & Cascallar, 2006).

**Assessment**

Muijs and Reynolds (2011) identified three main types of assessments used in education now are “standardized tests, teacher-made tests, and alternative forms of assessment such as performance assessment and portfolio assessment” (p.266). Arends (as cited in Muijs and Reynolds, 2011) noted “the term assessment refers to all information gathered about pupils in the classroom by their teachers, either through formal testing, essays, and homework or informally through observations or interaction” (p.266). Chappuis (2015) stated that, “assessments provide evidence about learning. What we do with the evidence determines whether the event is formative or summative” (p.3). When ELLs are assessed it is important to know their current proficiency level, involve

the student participant in this process to help them identify specific learning targets (Ferlazzo & Hull Sypnieski, 2012).

### **Formative Assessment**

Formative assessment is defined as “checking for understanding is part of a formative assessment system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students’ errors and misconceptions” (Frey & Fisher, 2011, p. 2). Formative assessments are the process by which teaching, learning, and assessing to demonstrate understanding are combined (Ferlazzo & Hull Sypnieski, 2012). Popham (2010) stated, “formative assessment process involves the gathering and analysis of assessment-elicited evidence for the purpose of determining when and how to adjust instructional activities or learning tactics in order to achieve learning goals” (p.14). Muijs and Reynolds (2011) identified formative assessment as “*Assessment of Learning* is designed to inform the teacher about her pupils’ performance, knowledge and skills, and this information is then used to plan lessons or remediation to improve pupil’s performance” (p. 266). “The word formative suggests that formative assessment should shape instruction-our formative experiences are those that have shaped our current selves-and so we need a definition that can accommodate all the ways in which assessment can shape instruction” (William, 2011, p.40).

Chappuis (2015) determined that formative assessments can be “formal or informal processes teachers and students use to gather evidence for the purpose of informing next steps in learning” (p.3). Formative assessments can help teachers and student participants change their awareness for language development (Montalvo-Balbed,



2012). Five elements to improve learning through assessment have been identified as: providing effective feedback for student participants, make sure student participants have an active role of their learning, teaching should be adjusted according to the results of the assessment, the recognition of the impact assessment have on student participants' self-esteem and their learning, and student participants gain the knowledge for self-improvement (Wiliam, 2011). Giving student participants diagnostic assessments can help to determine what the ELLs know, what specific needs they have, and how to drive the instruction within the classroom (Farrell, 2006). Giving assessments on a weekly basis allows the teacher and student participants the opportunity to identify which skills need more practice (Ferlazzo & Hull Sypnieski, 2012).

Wiliam (2011) stated, "the term formative assessment is now more often used to refer to a particular kind of assessment instruments than a process by which instruction might be improved" (p.38). Some examples of formative assessments are questioning, performances, projects, observation, dialogue with the student participant, or anecdotal note taking (Chappuis, 2015). Fluency reading checks is an opportunity for a teacher to assess the student participant's reading ability in English and a simple one-on-one conversation to help assess their listening and speaking abilities (Ferlazzo & Hull Sypnieski, 2012). Montalvo-Balbed (2012) wrote, "I use evidence of the students' oral language and written language to provide documentation for the levels of students' reading and listening skills" (p.1) Montalvo-Balbed (2012) stated, "the importance of documenting and analyzing students' daily language experiences is not a new concept to teachers" (p.1).

**Portfolio Assessment**

Portfolio assessment is defined by Muijs and Reynolds (2011) “to give a picture of a pupil’s performance over a longer period of time, such as a school year, by collating a collection of pupil work” (p. 273). Farrell (2006) stated, “portfolios require students to gather in one place different representations or collections of representative work they have completed over a period of time” examples of this can be writing samples of drafts and final drafts (p.130). Content in a portfolio needs to match the learning target and rubrics used by the teacher that outline the criteria (Muijs & Reynold, 2011). Muijs and Reynolds (2011) identified an advantage to portfolio assessment as showing “not just how pupils think and the processes they use to get to certain results, but how they, and their work, have evolved over the year” (p. 273). Portfolios provide an opportunity for student participants to “demonstrate their growth in reading, writing, and thinking” through selected work samples that model their understanding (Ferlazzo & Hull Sypnieski, 2012, p. 285). Stiggins and Chappuis, (2012) identified numerous benefits to portfolios if they are done effectively, they help the teacher and the student participant to know where they are successful and where they are struggling. It helps the students to reflect on their own individual data to be able to identify their progress, it impacts their self-efficacy and interests academically, and it documents the student participant’s academic progress. Student participants would complete writing samples and be provided feedback (Farrell, 2006). Data notebooks are another tool used by student participants to track their progress, in these notebooks the student participants will have “record of personal and academic goals” and the “key benefit of the data notebook is that they provide students with an ongoing, timely source of feedback, which is a known key driver of student achievement”

(Covey, 2008, p.61). A portfolio for ELLs can be broken down into the four strands of language.

### **Summative Assessment**

Summative Assessment is defined by Chappuis (2015) as an “assessment that provide evidence of student achievement for the purpose of making a judgement about student competence or program effectiveness” (p.4). Montalvo-Balbed (2012) linked formative assessments as a tool to impact ELLs, “it becomes vital that teachers provide feedback and check on student progress towards these standards, and that these formative measures align with summative assessments” (p.1.). A student participant’s success of a summative assessment is usually communicated in “the form of a symbol, a letter grade or number, or a comparison to a standard such as “Meets the Standard” or “Proficient” that is reported” (Chappuis, 2015, p. 4). Muijs and Reynolds (2011) stated, “summative evaluation is meant to give a picture of how well a pupil (or group of pupils) has done over a time period on a set of learning goals in a particular subject” (p.266). WIDA ACCESS is a summative assessment given to ELLs “annually to monitor students’ progress in learning academic English” (WIDA, 2018). Summative assessment such as state standardized tests “do not accurately depict what ELLs have learned” these assessments do not consider the student participants’ language proficiency (Ferlazzo & Hull Sypnieski, 2012, p. 285). The WIDA ACCESS is an assessment that “is administered to Kindergarten through 12<sup>th</sup>-grade students who have been identified as ELLs” (WIDA, 2018) WIDA ACCESS monitors students’ growth in their English proficiency, it “assesses the four language domains of Listening, Speaking, Reading, and Writing” (WIDA, 2018). From this summative

assessments ELLs are provided with three scores to interpret the data, those are the raw scores, scale scores, and proficiency level scores (WIDA, 2018). The “raw scores indicate the actual number of items or tasks the student responded correctly to” these scores “are not reported on ACCESS for ELLs score reports” since it does not account for the difficulty level of each question (WIDA, 2019). The “scale scores take item difficulty into account, so educators can use them to examine groups of students, or student performance over time” (WIDA, 2018). The proficiency level scores are based on a six-point scale that “aligns to WIDA English language proficiency levels” which provides “an interpretation of scale scores” (WIDA, 2018). The six-point scale describes the student participants’ “WIDA English language proficiency levels: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching” (WIDA, 2019). Each student participant who takes WIDA ACCESS receives four composite score, these are “Oral Language, Literacy, Comprehension, and Overall score” (WIDA, 2019). The Oral Language composite score is calculated by 50% Listening and 50% Speaking, the Literacy score is a combination of 50% Reading and 50% Writing, and the Comprehension score is 30% Listening and 70% Reading (WIDA, 2019). The Overall score for ACCESS is calculated by a combination of each language domain, 15% Listening, 15% Speaking, 35% Reading, and 35% Writing (WIDA, 2019).

### **Student Data**

Ferlazzo and Hull Sypnieski (2012) defined a data-informed teacher as a person who “will use assessment data to reflect on their practice, identify areas to modify and adjust, and seek out the resources and knowledge needed to enact those changes” (p.277).

Boudett, City, and Murnane (2014) stated, “without an investigation of the data, schools risk misdiagnosing the problem” and “each problem requires a different solution; digging into the data helps ensure a more accurate diagnosis of the problem (p.90). There are eight steps in the data wise improvement process, these steps are “first to organize for collaborative work, second build assessment literacy, third create data overview, fourth dig into student data, fifth examine instruction, sixth develop action plan, seventh plan to assess progress, and last act and assess” (Boudett, City, & Murnane, 2014, p. 5). When analyzing student data, it is important first to determine if the proficiency level for student’s learning targets were appropriate. Then student data can be separated into categories according to the students’ proficiency level. After reviewing the learning targets and number of students who need intervention will determine if learning content needs to be provided in a whole-class or small group format. (Bailey & Jakicic, 2015).

Covey (2008) discussed that data notebooks are used as a tool to “represent only a single student’s work, students use it only to compare themselves individually against their own goals and previous scores, not someone else’s” (p. 61). “Involving students in the assessment process can be powerful and can result in increased motivation and learning” (Ferlazzo & Hull Sypnieski, 2012, p. 277). Popham discussed the importance of students having the awareness of their progress, they need to be involved in the assessment process and understanding the data. He identified “a three-level signal system, in which the students can communicate (1) “I understand what’s going on,” (2) “I’m somewhat uncertain about what’s going on,” or (3) “I definitely do not understand what’s going on.” (2011, p.71).

**Performance Feedback**

Hattie (2012) identified the importance of feedback as providing them an opportunity, “to be successful on learning as they work to achieve the goals, then the goals are more likely to be attained” (p. 52-53). Muijs and Reynolds (2011) identified feedback elements that can help to improve performance are: providing written feedback, the timing of feedback, giving scaffolded responses, helping students develop self-assessment skills, identifying clear expectations, making sure students understand their target, and understand ways to close achievement gaps. When student participants receive feedback Hattie (2012) stated that teachers “aim to provide feedback relative to, the three important feedback questions: “Where am I going?”; ‘How am I going there?’; and ‘Where to next?’” (p. 130). Feedback is viewed differently by student participants, Wiliam (2011) stated, “ensure that the feedback we give students supports a view of ability as incremental rather than fixed: by working, you’re getting smarter” (p. 119). Student participants having conferences is an example of a summative assessment that can be beneficial and informative for those student participants that are provided the opportunity to meet with their teachers on a one-on-one basis to receive feedback and discuss their learning progress (Ferlazzo & Hull Synpneski, 2012).

**Best Instructional Practices for English Language Learners**

The ESL classroom basics are identified by Ferlazzo and Hull Synpneski (2012) living by the three “Rs” which are building relationship, providing student participants with resources within the ESL classroom, and establishing routines (p. 13-32). Rigorous curriculum is defined as providing “instruction that requires students to think deeply and

strategically about what they are learning is key” (McIntyre, Kyle, Chen, Kraemer, & Parr., 2009, p. 81). To maintain rigor for ELLs it is important to “adapt the grade-appropriate materials you are teaching so that they are accessible” for the student participants (McIntyre et al, 2009, p.81). So that ELLs are successful it is important to align the English language development (ELD) standards with Common Core State Standards (CCSS) (Peregoy & Boyle, 2017). When utilizing ELDs with ELLs they “take into account different levels of English proficiency” and the WIDA standards “address social language and academic language development, including performance expectations for listening, speaking, reading, and writing” (Peregoy & Boyle, 2017, p. 25).

Ferlazzo and Hull Sypnieski (2012) identified, ESL best practices as modeling, being conscious of rate of speech, wait time, the use of nonlinguistic cues, providing instructions, checking for understanding, and encouraging development of student participant’s first language (p. 10-12).

Herrell and Jordan (2007) stated:

...For students to participate successfully in academic lessons in the classroom, teachers use a series of scaffolding strategies that include modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and supporting students in the use of academic language through active learning activities. (p.50)

It is important when working with ELLs to be to identify their specific learning needs, “it may not be clear whether the cause is limited English knowledge, insufficient content knowledge, or a combination of both” (Peregoy & Boyle, 2017, p. 28). “When

teachers carefully plan and deliver differentiated instruction, inclusive practices can be effective for improving the achievement of all students” (Alber-Morgan, 2010, p.3).

### **Achievement Gap**

Muhammad (2015) stated, “the achievement gap has just become an accepted reality by adults inside and outside of the school. It seems to be a predictable as the morning sunrise, and there seems to be no sense of urgency to solve it” (p.7). Singleton (2015) stated, “the most troublesome achievement gap is the racial gap-the difference in student achievement between White and Asian students and their Black, Brown, Native American, Southeast Asian, and Pacific Islander counterparts” (p. 39). Due to the No Child Left Behind Act of 2001 (NCLB) concerns for ELLs were raised by reported “test scores for subgroups based on poverty, race, ethnicity, disability, and limited English proficiency” due to this awareness “schools have had to focus efforts on the achievement of students in those categories” (Peregoy & Boyle, 2017, p. 26). Muhammad (2015) stated, “students, families, and schools who are at the bottom of the achievement gap have to reflect on their own perceptions and behaviors to try to improve their own station” (p.9). Hispanic Journal of Behavioral Sciences published a study in 2013 about Americans’ perception of Latinos. Muhammad (2015) identified the findings “54 percent of American citizens view Latinos negatively in general, but the unfavorable rating jumped up to 77 percent for Latinos who were undocumented immigrants” (p.18).

Singleton (2015) mentioned when addressing the racial gap “we have witnessed that when educators make dramatic progress toward narrowing the gaps among students of different races, they also succeed at closing all related gaps, for example, gaps among



students of different economic groups and with different native languages” (p. 43). Muhammad (2015) stated, “African American, Latino, and impoverished students attend schools with higher concentrations of first-year teachers than do white students” (p.14). When teachers receive newcomers, they will often not hold these ELLs accountable to rigorous curriculum and overlook their mistakes, so the student does not become discouraged (McIntyre et al, 2009).

McIntyre et al (2009), explained:

this type of benign neglect about performance can, in fact, put such students at even greater risk of educational failure. Instead, teachers need to set high academic standards for these students and to assess in ways that offer not only feedback but also helpful support in correcting students’ misunderstandings and errors” (p. 85).

Muhammad (2015) stated, “in schools that offer gifted and talented programs, African American and Latino students represent 40 percent of students, but only 26 percent of those enrolled in such programs” (p.14).

It is Singleton’s (2015), belief that:

...the most devastating factor contributing to the lowered achievement of students of color and indigenous students is systemic racism, which we recognize as the unexamined and unchallenged system of racial biases and residual white advantage that persist in our institutions of learning. (p. 44)

Since NCLB has been in place this has addressed the fulfillment of “equal educational opportunities” it is required by federal law that these students’ educational needs are

supported “to promote English language development and to provide meaningful instructions so that students may learn academic content appropriate to their grade level” (Peregoy & Boyle, 2017, p. 28).

### **Unique Challenges**

Garcia (2011) stated, “The 20<sup>th</sup> century showed a decisive shift toward inclusion of immigrants and minorities, and the definition of what it means to be an American is also becoming more inclusive” (p.10). Other 20<sup>th</sup> century changes that Garcia (2011) identified were, “the national origins of immigrants to the United States shifted from largely European nations to Latin American and Asian nations” (p. 15). Many school districts are now providing ELLs with appropriate services within the classroom setting, pull out instruction or even bilingual education (McIntyre et al., 2009). ELLs are faced with a variety of challenges, some educators still believe that if a student is not proficient in English this is an “indicator of the student’s learning abilities” or others assume “if students come from poorer countries, their academic skills must be lacking” (McIntyre et al., 2009, p.80). Instead of these student participants being held to high expectations they are in “classrooms that focus only on survival skills” often these students are misplaced into “special education classes even though they may not have learning disabilities” (McIntyre et al., 2009, p. 80-81).

Many ELLs are given assessment and are unsuccessful because they are unable to demonstrate their knowledge to a full extent because of their English proficiency (McIntyre et al., 2009). Teachers are using CCSS with their ELLs but Peregoy & Boyle identified difficulties that may arise, “when you try to apply the standards’ elegant staircase of

knowledge and skill attainment to students with diverse developmental profiles, prior educational experiences, English language proficiencies, and other individual and group differences” (p.24). Ferlazzo and Hull Sypniewski (2012) stated, “it is not effective to measure a student’s content knowledge by using an assessment that requires them to produce language beyond their level of proficiency” (p.275). Now these students are required to be provided testing accommodations by the federal government (Peregoy & Boyle, 2017).

### **Conclusion**

This literature review provided an overview of background information about ELLs. The importance of ELLs implementing goal setting strategies in their lives was identified as beneficial to their English proficiency and content knowledge. Different types of assessments were defined, some will be implemented in this research study. In this study it will be important for students to understand their data to make progress. ELLs face unique challenges and must overcome achievement gaps. This study will provide an opportunity for student participants to implement goal setting and understand their own data to make academic gains in their English proficiency.

### **Chapter III: Introduction**

Chapter Three will provide background information about ELLs in this study that are from an elementary school in Tennessee. The student participants have been selected for this study receive pull-out ESL services. This chapter will provide information about the theoretical framework and research design. Research questions will be reviewed and information about student participants will be addressed. Descriptions of how research will be collected for the four language domains: listening, speaking, reading, and writing will be provided.

#### **Research Questions**

The following research questions will guide this study:

1. How does implementation of standards-based goal setting influence ELLs self-efficacy?
2. How does implementation of standards-based goal setting influence student development of each language domain?
  - A) How is listening proficiency influenced by goal setting?
  - B) How is speaking proficiency influenced by goal setting?
  - C) How is reading proficiency influenced by goal setting?
  - D) How is writing proficiency influenced by goal setting?
3. Which strategies of goal setting do ELLs make most meaning from?
4. What evidence does goal setting data collection show growth in students' English language proficiency?

### **Theoretical Framework**

Bandura defines self-efficacy as a person's judgement for their capabilities to complete a specific task with the skill they possess (1997). "Efficacy is a generative capability in which cognitive, social, emotional, and behavioral subskills must be organized and effectively orchestrated to serve innumerable purposes" (Bandura, 1997, p. 36-37). Self-efficacy is different for each person, "different people with similar skills, or the same person under different circumstances, may perform poorly, adequately, or extraordinarily, depending on fluctuation in their beliefs of personal efficacy" (Bandura, 1997, p. 37). It is important for student participants to realize that, "efficacy beliefs are concerned not only with the exercise of control over action but also with the self-regulation of thought processes, motivation, and affective and physiological states" (Bandura, 1997, p. 36). "Self-efficacy scales should measure people's beliefs in their abilities to fulfill different levels of task demands within the psychological domain selected for study" (Bandura, 1997, p. 44). Student participants will be taught the following theory of self-efficacy and goal setting. The researcher will implement specific strategies and instructions to help the student participants make connections between self-efficacy and goal setting. This will help student participants to understand the implementation process to help them acquire academic gains in their English proficiency. The result is to impact student participants language success and determine the effectiveness of implementing goal setting strategies. This proposed study will determine if Bandura's self-efficacy theory has a direct impact on ELLs growth in English proficiency. Student participants will be using goal setting as a strategy to help them improve their proficiency in English. The researcher will utilize formative assessments

geared towards each language domain: listening, speaking, reading, and writing to track student participants' progress.

### **Research Context**

The researcher has selected an elementary school with a growing ESL population for this study. This school is in Tennessee. The school has a small but growing population of 38 student participants who receive direct services for language support. This school recently opened and many of the student participants were rezoned to attend. This chapter will outline the study's theoretical framework, research design, research questions, it will describe the selection student participants, instruments, goal setting strategies implemented, and the duration of data collection.

### **Research Methodology**

Collective Case Study Methodological Approach has been selected as the research approach because it provides an opportunity as the researcher to "show different perspectives on the issue" (Creswell & Poth, 2018, p. 99). A case study has been defined by Creswell and Poth (2018) as, "the intent in ethnography is to determine how the culture works rather than to either develop an in-depth understanding of a single case or explore an issue or problem using the case as a specific illustration" (p. 96). Case studies often follow a bounded system, "a type of design to qualitative research that may be an object of study as well as a product of the inquiry" (Creswell & Poth, 2018, p.96). As a qualitative researcher it is important to not make assumptions or compare different case studies, each are unique (Creswell & Poth, 2018). Collective Case Study Methodological Approach has been selected to determine how different ELLs respond to the interventions

put into place to benefit their English language proficiency and understanding in other subject areas. This qualitative study will consist of six mini case studies. In this qualitative study one population of ELLs over a span of two grade levels will be examined. These student participants will be in fourth and fifth grade. All student participants may have similar challenges with becoming more proficient in English.

The purpose of this study is to impact student participants' progress with their English proficiency to help support their learning needs in other subject areas. Students participants will learn about Bandura's self-efficacy theory and implement goal setting practices. Student participants will be provided an opportunity to understand their weekly formative assessments and summative assessment that will be documented in the student participant's portfolio. WIDA ACCESS data will be shared from their yearly summative assessment. The researcher will help the student participant implement an appropriate goal to make improvements in language domains. The study will explore the possibility of the application of goal setting. It will be determined if these student participants are able to identify changes that have any impact on them becoming more proficient in English. This approach has been selected to give insight regarding individual challenges and possible growth in terms of improved language proficiency. A variety of data sets will be collected including student-teacher conferences, fluency reading checks, work samples of writing prompts, student participants' responses to comprehension passages that they read, and recorded samples of oral reading and speaking. Creswell and Poth (2018) defined, that a good qualitative case study will provide in-depth knowledge from a variety of resources, "ranging from interviews, to observations, to documents, to

audiovisual materials” (p. 98). The data sets will be analyzed to provide possible evidence showing student participants’ gains in their English proficiency.

ELLs have a yearly summative assessment that determines their English proficiency and provide information for educators about their English proficiency and their progress. Throughout the school year there are no other formative assessments that track the progress and growth in the student participants’ different language domains. By having multiple case studies and multiple data sources this will help to have a clearer picture of the students’ progress in their English proficiency throughout the year versus just on a yearly basis. This will help to identify if there are any specific patterns identified with the student participants or with the educator’s instruction that could be improved early on.

### **Rationale**

The purpose of this study is to attempt to impact ELLs. The student participants will be challenged to become more proficient in English. This will have a long-lasting impact on their academics, personal lives, and their future success. ELLs will be encouraged to make academic gains through learning to interpret their data, goal setting targeted at each language domain: listening, speaking, reading, and writing, and provided with feedback. This study will help the student participants to be able to determine the support they need from their teachers. The data collected will help to impact the instruction of ESL teachers and classroom teachers. The most important reason for this study is to build the confidence of each student participant in their English proficiency.



### **Participants**

Case Study participants will consist of students in grades fourth and fifth. The student participants will all attend the same Tennessee elementary school. The student participants will currently be receiving pull-out ESL instruction in addition to their regular classroom instruction. There will be six students representing the two chosen grade levels. Student participants will learn to read their own summative and formative assessment data that is utilized in the ESL classroom to improve English proficiency, to set personal learning goals. They will learn how to implement goals, track data, and chart individual progress in academics and language. Two grade levels will be selected to identify if goal setting is more impactful in a particular grade level or if goal setting assists across all grade levels. The student participants' English proficiency levels will vary from very limited proficiency to proficient.

Each potential candidate of this research study will receive information and a consent form to be completed by their parent or guardian to participate in this research study. A copy of this consent form is provided in the appendix. The student participants will be selected based upon their parent or guardian's consent. If there is a large group of student participants who have consent to be a part of this research study then the researcher will review factors of gender, language proficiency, ethnicity, and grade level to have a wide variety of diverse candidates.

### **Data Collection**

Data collection will be collected in each domain on a weekly basis. The researcher will conduct and collect formative assessment data for each domain of

language. This rotation will continue over six-week span of time allowing the opportunity for each student participant to have six data points or more in each domain of language, this will make a total of twenty-four data points collected. Formative assessments will be given on Mondays through Thursdays. On Mondays the student participants will review their speaking rubric that is a modified version of the WIDA speaking rubric. The student participants will complete a speaking prompt that is recorded. On Tuesdays the student participants will review the same rubric from the previous day. The student participants will listen to their speaking prompt and provide a self-score. The student participants will be provided feedback from the researcher. The student participants will conference with the researcher to determine areas of strength and weaknesses after completing their listening prompt. On Wednesdays the student participants will be assessed over reading fluency and comprehension. On Thursdays the student participants will complete a writing prompt. Fridays will be utilized as a time for student participants to complete any makeup formative assessments, reflect in their writing journals, and conference with the researcher.

The researcher will keep a journal of running records and memos of assessments that were successful and unsuccessful with reasoning, so content can be reviewed later to determine ways for improvements. Another data set will consist of student participants journals. Student participants will be encouraged to keep their own journal to share how they feel about accomplishing their goals, what areas they feel they are struggling in, and other areas they need to be challenged more. Providing student participants time for reflection will support the third research question which addresses how goal setting and language growth for ELLs will impact their self-efficacy. Student participants will

become aware of their own goals and learn how to track their own data by being able to self-reflect on formative assessments over the different language domains. Student participants will be able to listen to their speaking formative assessments. Student participants will be able to review the speaking and writing rubric to determine where they fell in their speaking and writing in comparison to the expectations of being proficient in English. The student participants will be able to look at their graphs to identify their progress in their reading proficiency. Data viewed by student participants will be their audio from their speaking and reading assessments, viewing their graph of reading words per minute and responses to comprehension questions, rubrics scored from their speaking, and feedback on writing samples. The speaking rubric will be a modified version of the WIDA rubrics. Once data has been analyzed goals will be set to improve academic achievement.

### **Data Procedures**

The procedures used for this study will be a variety of formative assessments that address each language domain: listening speaking, reading, and writing. Student participants will have an initial conference with the teacher at the beginning of this research study. This will provide an opportunity to learn more about the student participants' perceptive and understanding of ESL. The researcher will take notes and ask the following questions:

1. Do you understand why you receive ESL support?
2. What do you know about the WIDA ACCESS assessment?

3. Please explain how you have used WIDA data to check for understanding, to target areas of growth for improving English proficiency?
4. In your opinion do you think you need ESL support, please explain why or why not? Provide evidence that supports your opinion that demonstrate your English language proficiency.

The summative assessment reviewed during conferences for this study will be WIDA ACCESS. WIDA ACCESS is a yearly assessment where ELLs demonstrate their progress in English language development. The researcher will individually conduct conferences to discuss the student participants' WIDA ACCESS scores. A copy of the Initial Student-Teacher Conference form is found in the appendix. The researcher will discuss WIDA ACCESS scores with student participant as their baseline. These scores will help the researcher and student participant to determine an academic goal for each language domain. If the student participant does not have WIDA ACCESS scores, then the researcher will discuss their WIDA screener scores. The WIDA Screener assesses each language domain to determine a proficiency score that will identify if the student participant qualifies for language support services. The "WIDA Screener is an English language proficiency assessment given to new students in Grades 1-12" to determine if they are eligible for ESL services. (WIDA, 2018). The WIDA Screener is administered by a certified ESL teacher. This assessment can be given as needed throughout the school year, either online or paper based.

The researcher will model identifying an area of strength and of defiance from WIDA ACCESS scores. This will help student participants understand feedback and areas of improvement for their English language proficiency. After the researcher has modeled

this strategy, they will continue to provide support for the student participants to create new goals throughout the research study. At the end of the research study the student participants should be able to set goals in language domains that need growth. This will provide evidence that student participants understand this process by taking ownership of their learning will be more meaningful, and longer lasting strategy they can implement into their daily life.

Formative assessments will assess the different language domains to monitor the student participants' growth in their English proficiency. Student participants' speaking will be assessed by answering a set of questions that are relevant to grade level topics, the responses will be scored based on the modified WIDA speaking rubric. The student participant will listen to their own speaking prompt from the previous day. They will listen to their speaking prompt and provide a self-score with the modified WIDA speaking rubric. Student participants' reading fluency and comprehension will be assessed by reading a selected grade level appropriate passage. Writing will be assessed by the student participants completing a prompt, this assessment will be scored by the modified WIDA writing rubric.

Before any formative assessments have been conducted the researcher will model the expectations for each language domain. Student participants will be able to view and ask questions about rubrics and assessment expectations. The researcher will model for student participants how to track reading of their words per minute. First, the researcher will set a timer for one minute and model reading verbally. Next, when the timer stops the researcher will stop reading and place a slash mark after the last word that was read. Then,

the researcher will go back through the passage and count how many words were read. Last, the numbers of words read per minute will be graphed on a chart in the student participant's portfolio. The speaking and reading formative assessments will be recorded. The speaking prompts will be recorded to keep track of the student participant's growth. The student participant's reading will be recorded on an iPad. The researcher will explain the process of these assessments being recorded. At the beginning of these assessments the researcher will use an iPad to record. Together the researcher and student participant will listen back to their recording for provided feedback during their conferencing sessions. This conferencing section will be a time for student participants to self-reflect on things they noticed as strengths and areas they would like to continue to see improvements. The researcher will provide student participants with weekly feedback by conducting a conference with individual student participants. Written feedback will be provided as well for student participants to be able to reference as needed.

### **Speaking Prompt**

Each week the researcher will provide the student participant with a speaking prompt. The student participants will have to answer the question to the best of their ability. This recording will be saved on the iPad. The researcher will utilize a document that will provide the date, time, and student participate. All documents for the speaking prompt are in the appendix. The student participant will be encouraged to use any academic vocabulary they know that makes connections to the chosen topic.

The researcher will utilize a rubric to score the speaking section. There will be a one to five-point scale. The student participant will receive one point if they give one word

or no response orally. For the student participants to score higher on the point scale they will need to provide more details connected to the content in their speaking prompt. The speaking prompts will be selected based upon content the student participant is learning in their grade level classroom. They will receive the same prompt within their grade level small group, but their English proficiency levels may differ. Student participants will be scored using a modified WIDA speaking rubric. These grade level clusters chosen model how students are scored on their summative WIDA assessment each year.

### **Listening Prompt**

Student participants will be assessed in listening second. Each Tuesday the student participants will listen to their speaking prompt from the previous day. The student participants will review the modified WIDA speaking rubric. The student participant will provide a self-score from their speaking prompt. Each week the student participant will reflect on ways they can improve their speaking and feedback will be provided.

### **Reading Prompt**

Reading will be assessed on Wednesdays. This assessment will track how many words per minute the student participant reads on their grade level. The student participate will be first assessed on a passage that is on their grade level. Then if this passage is too difficult the student participant will be provided with a different passage that is more appropriate for their instructional reading proficiency level. These passages will increasingly become more challenging as the student participant shows growth. As the student participant reads the researcher will record. The student participant will track their own words they read per minute using a graph in their portfolio. Having the student

participants graph their own words per minute will help them to have more ownership over their learning. The researcher will meet with the student participants individually for their conference to provide feedback and review any missed words. If the text is too difficult then they will read a passage on their instructional level. Then the student participant will answer comprehension questions to determine if they understand the content they are reading. Reading fluency and comprehension have been selected for this assessment to identify help where each student participant's reading level is compared to their grade level expectations. Each week the student participant will be provided with a new reading passage. Example of passages will not be included in the appendix due to copyright. These passages have been selected from a reading promise purchased and utilized by the school district. Reading graphs, comprehension, and reflection questions will be provided in the appendix.

### **Writing Prompt**

Writing will be assessed on Thursdays. Student participants will be given a writing prompt to complete. These writing prompts will be connected to a type of writing such as narrative, descriptive, expository, or persuasive. The prompts will be connected to the content they are learning for that week in ESL. Student participants will be provided with a new writing prompt each week. The researcher will score writing samples using a modified WIDA rubric. Scoring low in this language domain would be student participants who write words, they are unable to write a sentence, or anything in English. Those that score medium on this language domain will write short phrases or one sentence. Student participants who score high will have two or more complete



sentences, use correct punctuation, and model letter to sound correspondence. The researcher will provide the student participants with verbal or written feedback on a weekly basis. Writing samples and modified WIDA writing rubric are provided in the appendix.

### **Implementation of Goal Setting**

After student participants individual conference to discuss WIDA ACCESS data with the researcher they will begin learning about goal setting. Goal setting will be modeled, and support provided for all student participants. Hattie identifies his expectations of goal setting with the following: specific, measurable, attainable, relevant, and time-bound, which creates a SMART goal (2012). Student participants will be provided with support to identify areas of improvement for each domain of language. The researcher will explain to student participants their previous WIDA ACCESS scores and how a series of summative assessments could potentially affect their growth in English proficiency in all language domains. Student participants will be assessed in each domain of language on a weekly basis. The student participants will go through six-week rotations of weekly assessments to help them gain understanding of their own language proficiency and how they can monitor their own growth in the future. Goals will be adjusted as needed to make academic gains after data has been reviewed. The student participant will meet with the researcher to determine their goals. This strategy will help student participants to begin with the end in mind and determine the steps they need to take during the process to achieve the goals they have set. As Kouzes and Poser 2011 suggest: “with clear goals and

detailed feedback, people can become self-correcting and can more easily understand their place in the big picture” (p. 282).

### **Conclusion**

The goal of this research study is meant to help student participants gain English proficiency, to have a direct impact on other subject areas. Through a series of formative assessments, the researcher and student participants will be able to progress monitor their English proficiency growth in the different language domains: listening, speaking, reading, and writing. This will help target areas of growth that need to be address through instruction in the ESL and regular education classroom. Classroom teachers are frequently asking how they can support their ELLs within their classroom. This research study would be a great opportunity to share these findings. These findings could be the beginning of more collaboration among ELLs, their classroom teachers, and ESL teachers. Through more effective collaboration we will be able to improve English proficiency and close any achievement gaps that might be there. These formative assessments will serve as a resource versus just solely relying on one summative assessment, WIDA ACCESS that is given on a yearly basis. Weekly assessments and conferencing sessions with the researcher will provide an opportunity for the student participants to have a clear understanding of the expectations of becoming proficient in English. This study will help student participants to be able to gain and access academic vocabulary to build their background knowledge within the comfort of the small group ESL classroom setting.

## **Chapter IV: Introduction**

A yearly summative assessment, WIDA ACCESS provides educators with details of student participants' English language proficiency in the four language domains: listening, speaking, reading, and writing. ELLs are not provided with any other summative assessments throughout the school year that address each language domain. There is a need for ELLs to have common formative assessments throughout the school year that factor in their English proficiency level. If educators have a deeper understanding of English proficiency levels, this will help them to determine if ELLs are struggling or progressing at the appropriate rate for each student participant who is acquiring a second language while learning new grade level content.

The purpose of this qualitative study is to determine the impacts of setting goals, interpreting data, and conducting formative assessments that target the growth of each language domain for ELLs. The researcher created the formative assessments selected for this study besides the reading passages from the reading program implemented throughout the school district. The focus group of this study consisted of four student participants that are in fifth grade along with two other student participants in fourth grade. The Collective Case Study Methodological Approach has been adopted for this research study to monitor the student participants' academic growth in the four WIDA language domains. The student participants in this study each speak English as their second language. All student participants either learned Arabic or Spanish as their first language. These student participants range from newcomers who have lived in the United States for less than 18 months to student participants who are level four: expanding in

their English language proficiency. Most of the student participants were not exposed to English as a second language until they attended American schools. One student participant who is a newcomer began learning English in their home country since kindergarten.

### **Research Questions**

1. How does implementation of standards-based goal setting influence ELLs self-efficacy?
2. How does implementation of standards-based goal setting influence student development of each language domain?
  - A) How is listening proficiency influenced by goal setting?
  - B) How is speaking proficiency influenced by goal setting?
  - C) How is reading proficiency influenced by goal setting?
  - D) How is writing proficiency influenced by goal setting?
3. Which strategies of goal setting do ELLs make most meaning from?
4. What evidence does goal setting data collection show growth in students' English language proficiency?

The purpose of this chapter is to inform the reader about the student participants' experiences with setting goals, implementing goals, and tracking their progress by using language domain driven formative assessments. The research and student participants throughout this study focused on targeting each language domain: listening, speaking, reading, and writing. Over the six weeks period the student participants were able to make gains in many language domains. In this chapter you will find detailed information about the student participants' thoughts, opinions, and understanding about ESL and

WIDA ACCESS. Some background information about each student participant will be shared. Data will inform the rate of growth over the six-week period of each student participant. Collective findings among the student participants will identify any common themes during this research study.

### **Demographics**

#### **Student Participant One**

This student participant came from Egypt. Their primary language is Arabic. This student participant is a fifth grader. In Egypt they attended school in kindergarten. The family had to stay at a refugee camp for over a year. This student participant did not attend first grade and part of second grade. The student participant came to American schools during the middle of the school year and was placed in second grade. They had missed almost a year and a half of instruction. This student participant knew no English and had to learn basic life skills. This student participant communicates easily in their second language conversational with little to no fluency errors. Student one receives an hour of ESL services along with 30 minutes of Tier 3 math intervention daily. The student participant is progressed monitored in reading and math falling into the Tier 3 category. This student participant is progressed monitored on a weekly basis using a reading program purchased and utilized by the school district. When a student falls into tier three this means they are two grade levels behind according the national norm for reading and math. Teachers are working together to close achievement gaps. There are concerns from several teachers about this student participant's rate of growth and regression in different subject areas such as math and reading.

**Student Participant Two**

This student participant came from Jordan. Their first language is Arabic. This student participant attended school in Jordan starting in kindergarten until their family moved to America. They are a fifth-grade student participant. The student participant started attending American schools in the third grade. This student participant knew no English before attending school. Student participant two receives an hour of ESL instruction daily. This student participant communicates easily in their second language conversational with some fluency errors. The student participant is being progressed monitored on a weekly basis for oral reading fluency to monitor growth. This student participant is considered Tier 3 for their reading progress, meaning they are two grade levels behind compared to their grade level peers.

**Student Participant Three**

This student participant's home country is Egypt. Their first language is Arabic. This student participant is a fifth grader. They received English lessons daily in school in their home country since kindergarten. Student three receives an hour daily of ESL instruction. The student participant had only been in American schools for two months prior to beginning of this research study. The student participant has a strong conversational English-speaking fluency. Student participant three is the strongest reader in their fifth-grade ESL group. This student participant does fall into Tier 2 for their reading progress, but they are extremely close to reading on grade level. This student participant is in tier two for their reading, so they are progressed monitored on a weekly basis using a reading program purchased and utilized by the school district.

**Student Participant Four**

This student participant lived in Honduras prior to coming to America. They attended school in Honduras for a little over two years before moving to America. Their first language is Spanish. When arriving at American schools this student participant knew no English. They begin attending American schools in the middle of third grade. Student four receives an hour daily of ESL instruction. This student participant is in Tier 2 for their reading, so they are progressed monitored on a weekly basis using a reading program purchased and utilized by the school district. Since this student is Tier 2 for reading, they are considered a grade level behind. This student participant is getting closer to reading on grade level.

**Student Participant Five**

This student participant is from Egypt. Their first language is Arabic. Student five is a fourth-grade student. They did not know any English prior to their move to America. The student participant attended school in Egypt before coming to American schools in kindergarten. This student participant receives ESL instruction daily for an hour and a half. This student is progressed monitored for their reading fluency since they fall into the Tier 2 category. Tier 2 means that the student participant is a grade level behind on their reading. Since the student participant is in Tier 2 for their reading, they are progressed monitored on a weekly basis using a reading program purchased and utilized by the school district.

**Student Participant Six**

Jordan was this student participants home country. Their first language is Arabic. Student participant six is a fourth-grade student. Prior to attending schools in America this student participant knew no English. This student participant began attending American schools in second grade. The student participant attended school in their home country beginning in kindergarten until they move to America and began school here. Each day Student six receives ESL instruction for an hour and half. On weekly basis this student participant is progressed monitored for their reading fluency. This student participants reading fluency progress has been inconsistent in the past, but they are currently reading on grade level. This student participant is still progressed monitored for their reading progress to make sure they stay on track with reading on grade level. The student participant is progressed monitored with a reading program that was purchased by the school district and is utilized by teachers throughout the district.

**Initial Interviews**

The researcher conducted interviews with each of the six student participants from fourth and fifth grade asking them the following questions about ESL and WIDA ACCESS:

1. Do you understand why you receive ESL support?
2. What do you know about the WIDA ACCESS assessment?
3. Please explain how you have used WIDA data to check for understanding, to target areas of growth for improving English proficiency?



4. In your opinion do you think you need ESL support, please explain why or why not? Provide evidence that supports your opinion that demonstrate your English language proficiency.

Student participant one stated that they do understand why they receive support and it is due to the lack of knowledge of the English language. Student participant two said they needed more help with learning. Student three explained why they received ESL services, “to learn more English, to understand English, and understand what they are saying.” Student participant four mentioned they needed this ESL support because when they first came to America, they did not know English, and this helps them to learn and speak more English. It was shared by student participant five they understood some of the reasons they are receiving ESL services. They stated, “I know a different language and you guys can help me with English.” Student six shared that they still need help with their reading and speaking which is why they understand they need to receive ESL support.

When student participants were asked about their understanding of the yearly WIDA ACCESS that measures their yearly growth in each language domain: listening, speaking, reading, and writing three out of six student participants had no understanding or were not able to recall information about this assessment. So only half of the student participants had somewhat of an understanding about this summative assessment. After the WIDA ACCESS was explained to the student participants and their WIDA ACCESS scores were reviewed with each of them so they were able to gain understanding of their scores. The researcher discussed areas of strength and weakness. Together the researcher and student participants were able to discuss which language domains they needed to focus

on most for improvement in their English proficiency. Student five mentioned that understanding their WIDA ACCESS data helped them to think more positively of their self and helped them to determine what areas they need help in the most for growth opportunities for the next assessment. Student participant six understood that the WIDA ACCESS was a test with listening, speaking, reading, and writing. This student participant though had no understanding of their assessment scores.

Student participants were provided an opportunity to share their opinion about if they felt they needed ESL support or not. Student participant one felt that they needed the continued support since they just came to America three years ago. They mentioned there was a lot of stuff they still did not know. Another student participant stated, “I speak Arabic more than English” was their opinion about needing continued ESL support. Student participant three shared that they wanted to learn more English to help them gain a deeper understanding of what people are saying. Student participant four felt they needed the continue support to strengthen their reading and because they did not know a whole lot of people that spoke Spanish. ESL support was considered unnecessary by student participant five because they felt they, “know good English.” Student participant six felt they needed some help in some of the language domains. They wanted help with adding more details to their speaking. They wanted to continue to improve their reading. They felt strong about their writing.

For the First Cycle Initial Coding was used to determine common themes among the student participants’ responses to their interview with the researcher. Saldana (2016), identifies that for qualitative research that Initial Coding is appropriate and “creates a

starting point” for where the research will lead (p.115). This interview was given during the first week of this research study and the student participants had to answer four open-ended questions. This interview provided information about the student participants’ understanding of the WIDA ACCESS. The student participants provided their perspectives about ESL support.

Some of the common themes that emerged from the student participants’ responses to interview question one was the following: help, learn, and support. Three of the six student participants felt they understood why they received ESL support was because they needed help to acquire and become more proficient in their English fluency. Two student participants’ responses were coded “learn” because they wanted to learn more information and improve their English comprehension. One student participant’s response was coded as support because they expressed, they needed help to speak and learn more English. For the second question some other themes that were identified were uninformed, test, and eligibility. The student participants were either unfamiliar with what the WIDA ACCESS was, or they knew it was a test, and one student participant knew it determined if they qualified for ESL services for the upcoming school year.

Question three themes were identified as areas of growth, uninformed, and self-assurance. This question was a continuation of the previously asked question. Two student participants demonstrated self-assurance with their responses about their understanding of WIDA ACCESS scores. Two student participants were able to identify specific language domains that were areas they wanted to improve. The other two student participants did understand their WIDA ACCESS data, so the researcher had to inform

them. Themes that emerged for the last interview question about the student participants stating their opinion if they need ESL support were learning, acquiring second language, support, or confidence. Five out of six student participants felt they needed the continued ESL support because they are still learning the new language or need support with comprehension.

The Second Cycle of coding selected was Pattern Code. Saldana defines this “as a second cycle method, is a way of grouping those summaries into a smaller number of categories” (p. 236). All themes that were identified from the interviews with the student participants were reviewed to search for commonalities. Similar themes were grouped together and categorized. An example of the themes grouped can be found in the Appendix. The following represents the major themes that were identified from the coded data. The four categories were: assist, progression, confident, and expectations.

### **Student Participants’ Data**

Each individual student participant’s data from formative assessments over a six-week period will be summarized. Figures will address data collected in language domains speaking, listening, and reading. Speaking fluency percentages are modeled in figures with line graphs that model how many words the student participants spoke from week to week. The pie charts represent the weekly scores the student participants scored their own weekly speaking prompts utilizing a modified WIDA rubric with a five-point scale. A score of a five was the highest score the student participants could acquire. The bar graphs represent how many words a student participant could read in one minute, the

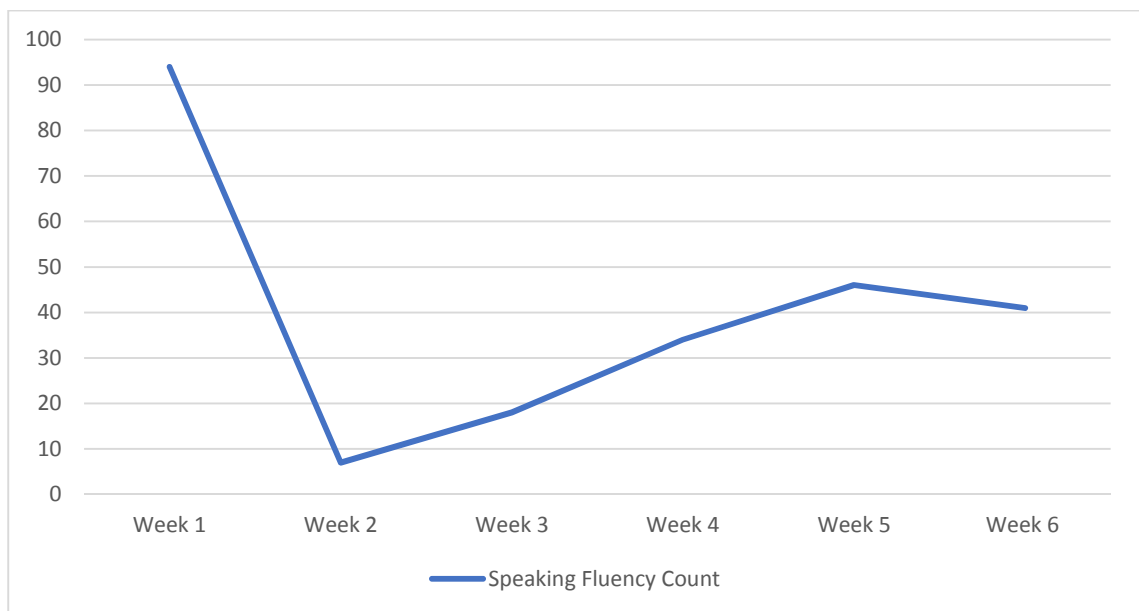
digital figures provided examples of what the student participants would model in their portfolios on a weekly basis.

### Student Participant One Data

#### *Speaking*

**Figure 1**

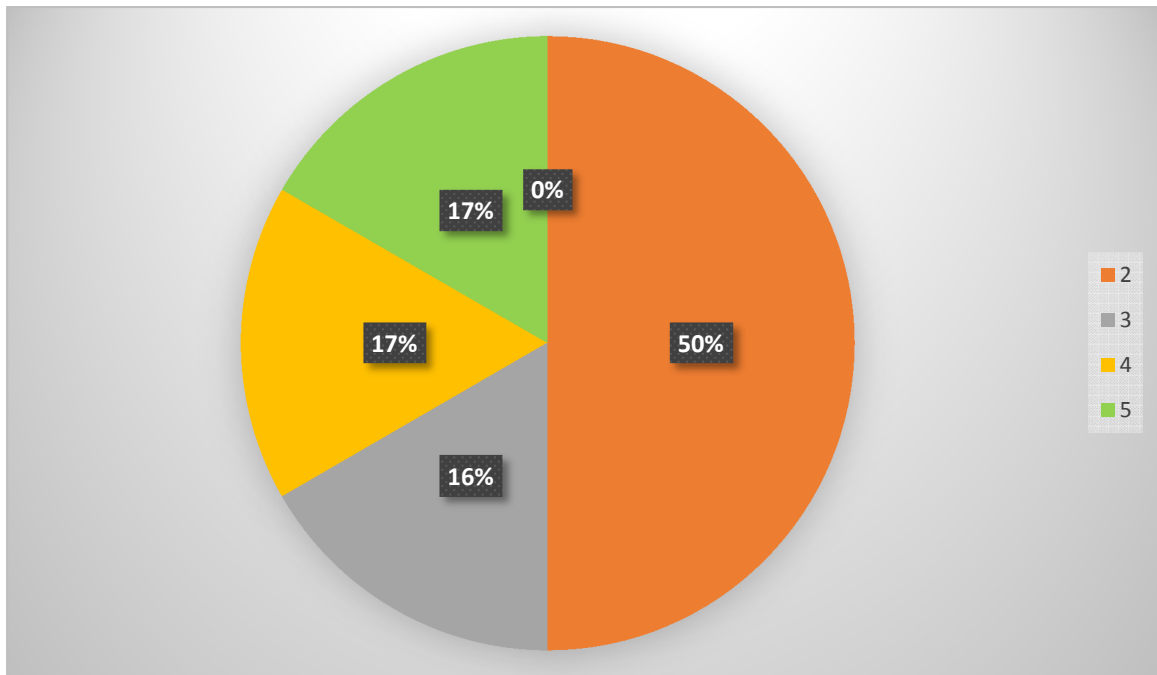
*Student #1 Weekly Speaking Percentages*



Week one this student participant received a speaking prompt over a topic that they had been learning about for two weeks prior. The first week of data collection this student participant's response was 94 words. Codes that were identified from this speaking prompt were that the student participant was able to make personal and content connections to information they learned about immigrants, along with fluency. This student participant modeled fluency in their speech. Week two the speaking prompt

focused on a new unit. The student participant's speaking fluency decreased to seven words and this was due to their lack of prior knowledge.

By week three, four, and five the unit of space continued, this student participant showed growth. The student participant's speaking fluency increased to 18 words. This fluency growth continued over the following two weeks increasing to 34 words during the fourth week. Week five the student participant's word count had increased to 46 words. The student participants' coded data identified they were able to make strong connections to content they learned and many times were able to connect this back to text evidence to support their claim which led to the category for these two codes: content connection and text evidence were categorized as attained information. By week five the student participant was finishing up the unit over space and their speaking decreased. The final week of data collection the student participant began a new unit. The student participant spoke 41 words over a topic that had not be taught during this data collection.

*Listening***Figure 2***Student #1 Weekly Listening Percentages*

Each week student participant one listened to their weekly speaking prompt. Over the past six weeks this student participant rated their speaking fluency utilizing a modified WIDA rubric with a score of one to five. The student participant never received a score of a one because they always said more than two words when responding to the weekly speaking prompts. This pie chart represents the percentages of scores the student participant received ranging from two to five, with a score of five being the best. The student participant received a two as a score 50% of the time because they frequently provided one sentence responses that lacked details about the topic. When the student participant received a score of a three, four, or five it was identified in the speaking data

and the feedback from the listening data that the student participant was able to make more connections to content. When the student participant received a score of a two, they received feedback about providing more details in their speaking prompt. From the speaking transcription the student participant identified when they were uninformed about a topic and modeled when they were trying to acquire more information.

### ***Writing***

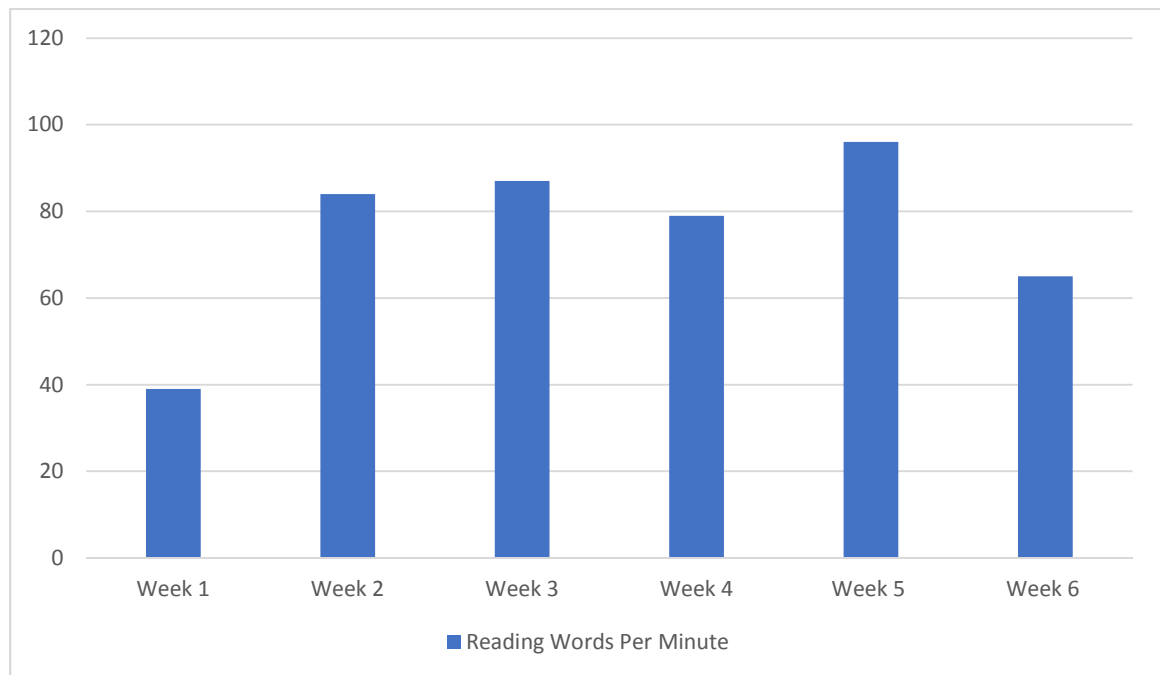
The student participant was consistently working to improve their writing to become stronger. The student participant would utilize graphic organizer, rough draft, and practice typing final drafts in order to prepare for WIDA ACCESS testing. Codes that were determined by the researcher were identified through the student participant's writing samples. These codes were strong sentence structure, mechanics, punctuation, content connection, and text evidence. Student participant one frequently had issues with mechanics, punctuation, and inconsistency. After various cycles of writing and making more connections to the text the student participant was able to show growth in their writing samples. This student participant's sentence structure became stronger, but mechanics and punctuation are still an area of concern.



## *Reading*

**Figure 3**

*Student #1 Reading Words Per Minute*



Each week the student participant met with the researcher to check their oral reading fluency. After the student participant read, they would graph their words per minute, set a reading goal for the upcoming week, and complete reflection and comprehension questions. Four codes were predetermined for the First Cycle of Hypothesis Coding. These codes were consistency, accuracy, errors, and inconsistency. This student participant demonstrated all these codes through their reading fluency data. When the student participant modeled strong word accuracy their errors were lower. Their consistency in reading was evident. Commonality was identified between the four codes that was narrowed down to themes fluency and unpredictable. During week one the

student participant read 39 words; the following week the student participant's words per minute increased to 84 words. By the third week the student participant's reading fluency continued to increase to 87 words per minute. During the fourth week the student participant's reading fluency decreased to 79 words per minute. The fifth week the student participant's reading fluency increased to 96 words per minute but decreased the following week to 65 words.

Each week the student participant completed the reflection question about how the researcher could provide support, and the response was by continuing to practice reading. Codes that were identified from the student participant's reading reflection were reading support, main idea, and informative. The student participant expressed almost on a weekly basis that reading support from the researcher was most important. The student participant was able to identify the main idea and identify something they learned from the passage. Five out of the six weeks of data collection the student participant completed their reflection checklist. When answering the question about if the student participant gave their best effort, they checked they did their best three times while the other two times they selected they felt okay about their effort. The student participant always selected that they felt good about their reading progress. The first week of data collection the student participant selected they did not understand. For three more weeks the student participant felt strong about their understanding of the reading content. The final week the student felt okay about their understanding of the reading content. Each week except for the final week the student participant selected that they felt strong about being able to stay focused during their one-minute timed reading. The sixth week the student participant selected they were not able to stay focused. By the third week the student

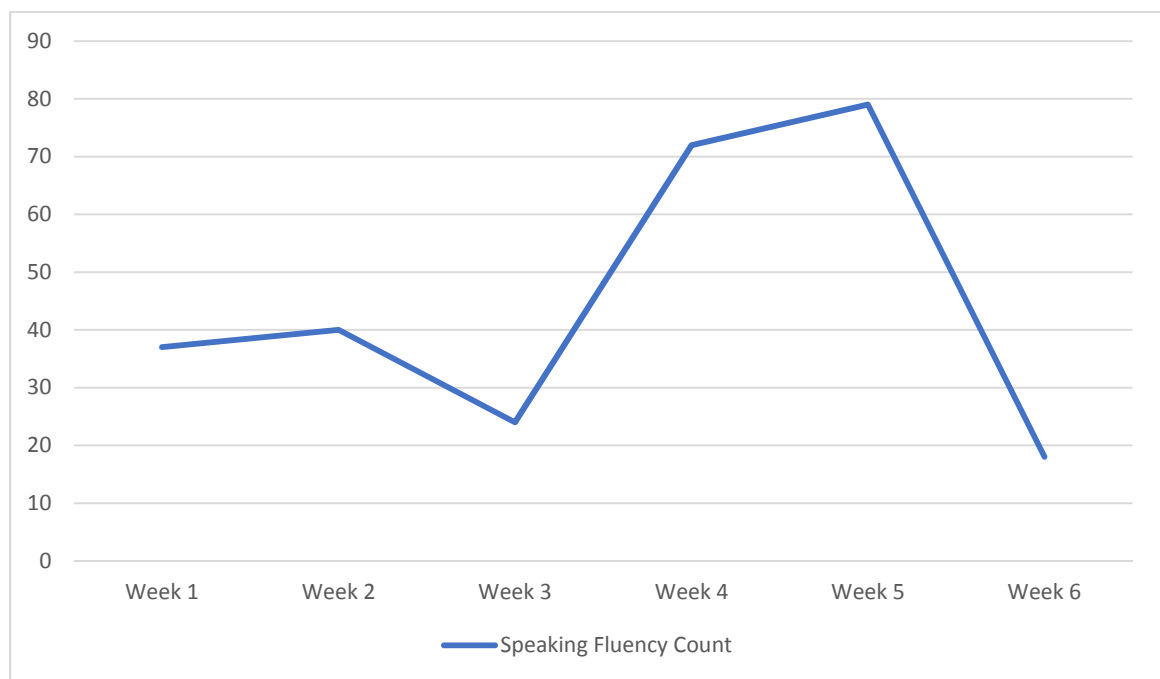
participant had to begin answering reading comprehension questions. The student participant was able to provide a short answer of the passage's main idea and provide some information about something they took away or learned from the text.

### Student Participant Two Data

#### *Speaking*

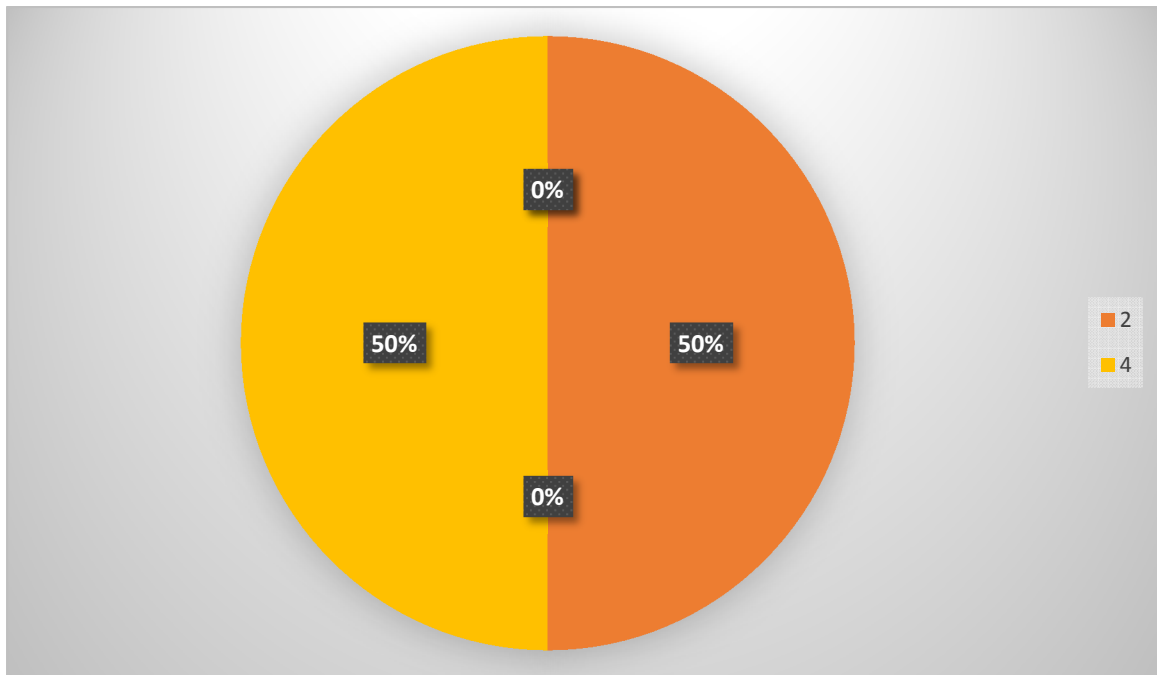
**Figure 4**

*Student #2 Weekly Speaking Percentages*



At the beginning of this data collection the student participant was assigned to complete a speaking prompt over a topic that had been discussed in class for two weeks prior. During week one this student participant spoke 37 words. The student participant was able to make some connections to content, but their speaking accuracy was

inconsistent. The second week the student participant completed a prompt over a topic that had not been taught during this data collection. The student participant increased their speaking fluency by three words in week two to 40 words. Some prior knowledge about space was modeled. When provided feedback they were recommended to think about their answer first to improve their inconsistency with their speaking fluency because the student participant stumbles on words frequently. The student participant continued to complete similar speaking prompts over content that was being taught over several weeks. During week three the student participant's speaking fluency decreased to 24 words. Even though the student participant's fluency count went down their accuracy went up and their answer demonstrated that it was thought out more than it had been in weeks past. For the following two weeks the student participant showed growth in their speaking fluency. Codes that were identified during these weeks were the following: text evidence, content connection, and fluency because the student participant modeled that they were acquiring information about space but provided evidence within their speaking prompt which strengthen their speaking accuracy and fluency. The student participant's speaking fluency increased to 72 words and by week five to 79 words. In the final week of the data collection the student participant's speaking decreased to 18 words with a topic that they had little to no prior knowledge.

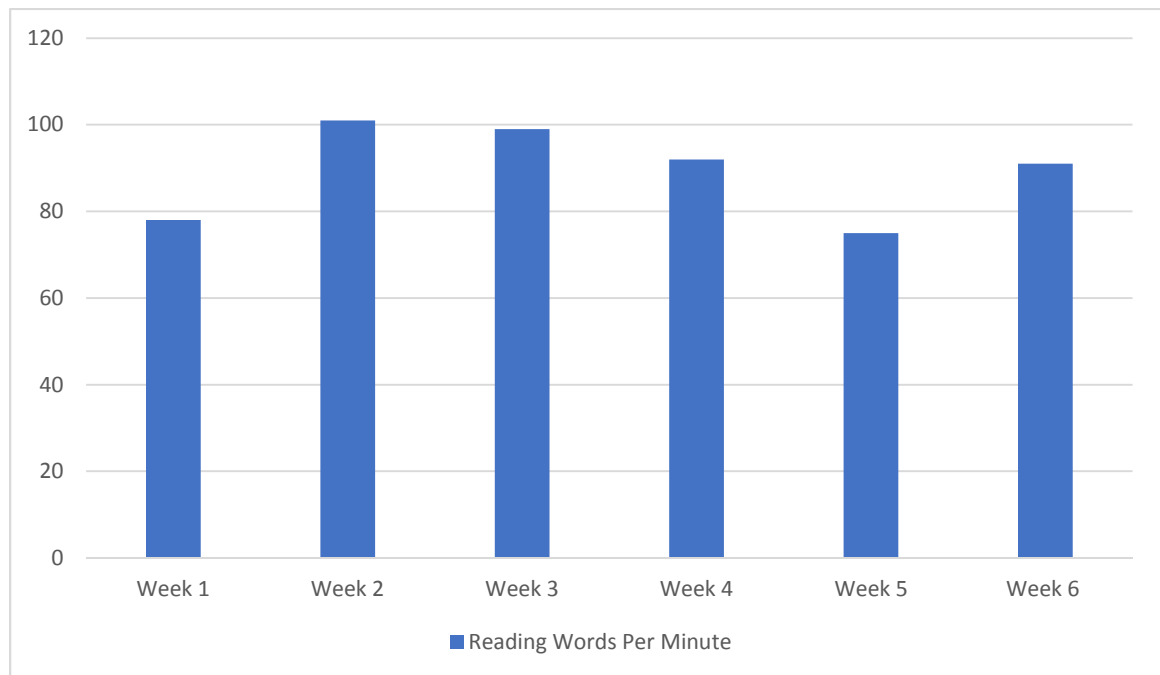
*Listening***Figure 5***Student # 2 Weekly Listening Percentages*

Student participant two completed a speaking prompt each week. The student participant would listen to their speaking and rate their speaking fluency with a modified WIDA rubric. The rubric rating scale ranges from one to five. This student participant never received a score of a one because their answers were always more than two words. Over the six-week period this student participant never received a score of a three or five. When this student participant received a two on their rubric for speaking these were the same weeks, they received feedback about adding more details and thinking about their answer first. For 50% of the time they rated their speaking score as a two and the other 50% as a four. When the student participant received scores of fours for their speaking it

was, because they were making connection to academic vocabulary and text evidence which benefited their speaking fluency. This student participant received feedback frequently to think through their answer before recording. This student participant was encouraged to provide more details to their responses, but this was a challenge at times if the student participant did not have much prior knowledge. The student participant was able to model growth when they slowed down to process their answer and made connections to the content they learned.

### ***Writing***

Each week the student participant had at least one chance or more to complete a writing sample over content driven topics. Some codes that were identify in the student participant's writing sample were mechanics, content connection, text evidence, strong sentence structure. Mechanics was an ongoing concern and a frequent mistake made in the student participant's writing samples. The student participant was able to demonstrate strong sentence structure that was linked directly to content. The student participant implemented academic vocabulary in their writing samples. These practices strengthen the student participant's writing samples.

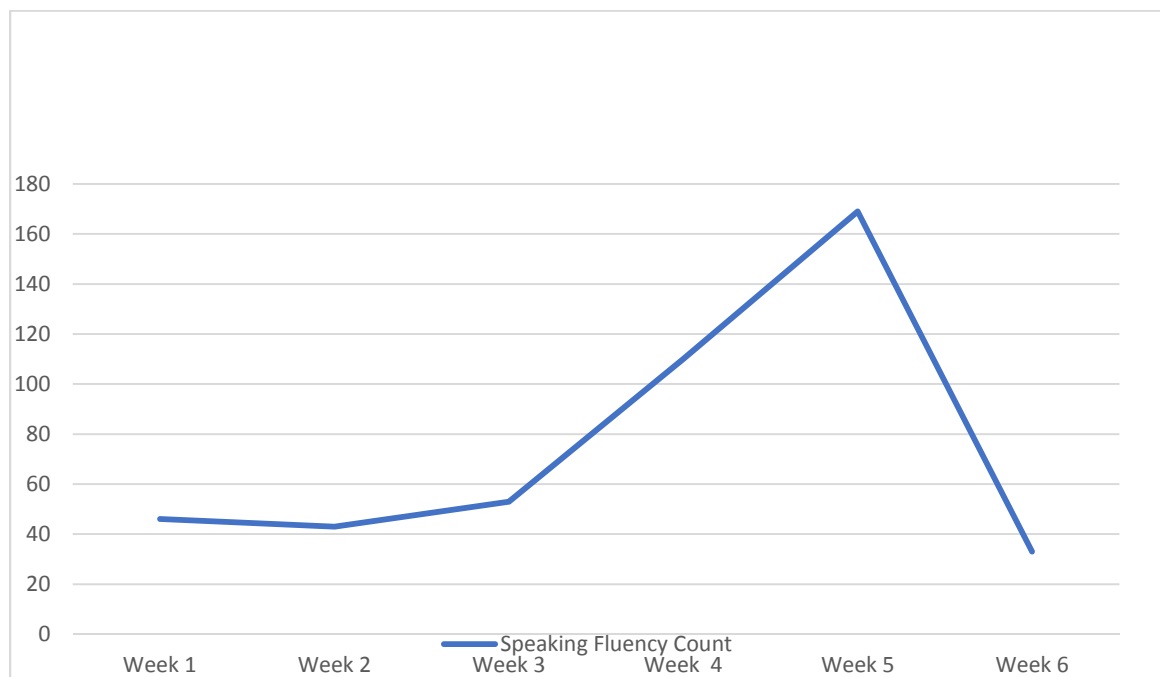
*Reading***Figure 6***Student #2 Reading Words Per Minute*

The student participant met with the researcher on a weekly basis to check their oral reading fluency. After the student participant had completed their one-minute timed reading they would graph their words per minute, set a reading goal for the upcoming week, and complete reflection questions. The first week of data collection the student participant read 78 words per minute and continued to improve the following week to 101 words for their oral reading fluency. The predetermined codes consistency, accuracy, errors, and inconsistency had strong connections to the student participant's weekly progress. During the second week when the student participant's fluency increased their errors decreased which had a positive impact on accuracy and consistency. The third

week the student participant's reading fluency decreased to 99 words per minute and decreased some more the following two weeks. The fourth week the student participant read 92 words and the fifth week they read 75 words per minute. More reading errors emerged from this reading data that were unfamiliar vocabulary or names. By the sixth week the student participant's oral reading fluency increased to 91 words per minute.

When completing weekly reflection checklist, the student participant always selected that they gave their best effort when reading, they felt good about their reading progress, they felt they understood the content they were reading, and they were able to stay focused. Codes that were identified from this student participant's reflections were reading support, main idea, misinformed, and informative. Overall the student participant was able to identify the main idea. This was a predetermined code since the reflection questions were content driven. Other codes that were predetermined were informative or misinformed. The student participant felt the best way the researcher could support their reading growth was by continuing to practice reading. The student participant was able to identify the main idea of the passage and provide details about something they have learned.

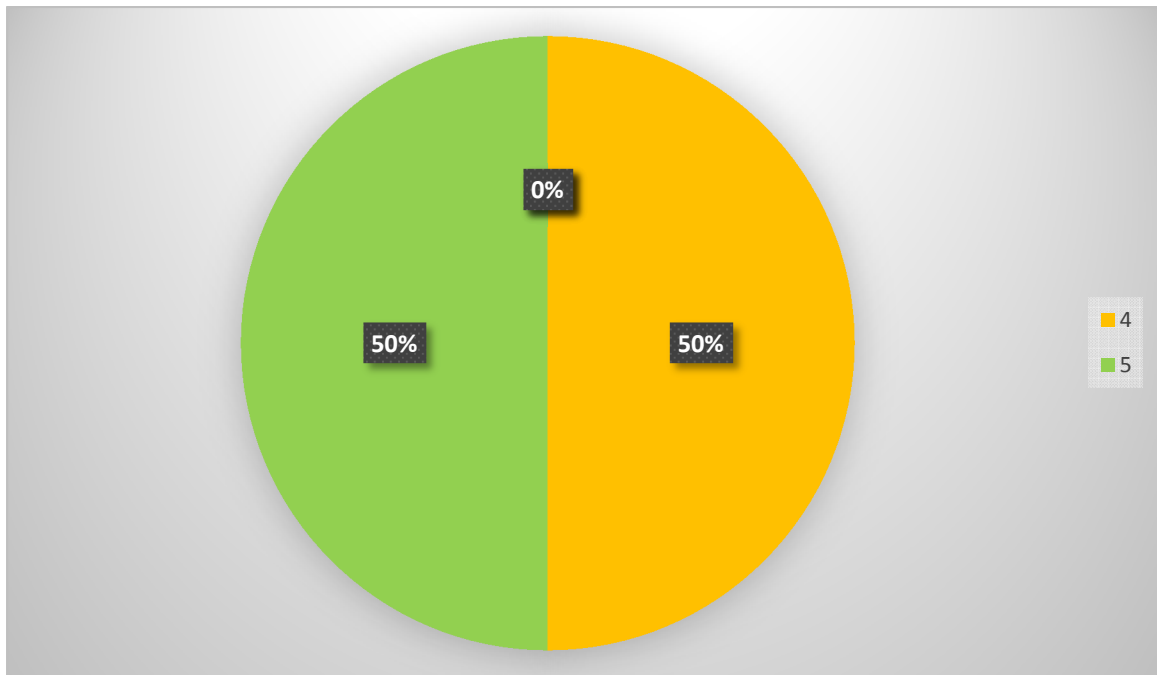


**Student Participant Three Data*****Speaking*****Figure 7***Student #3 Weekly Speaking Percentages*

When this student participant completed their speaking prompt during week one of this data collection process, they had been learning about the topic of immigrations for two weeks prior. They spoke 46 words during their first week of data collection. Codes that were identified for this speaking prompt were text evidence, content connection, and personal connection. The student participant was able to identify information they had learned, make connections to vocabulary, and make connections to the topic in their own life. During week two the student participant was introduced to a new topic over space. Their speaking decreased to 43 words for their speaking fluency. The student

participant's speaking did not drastically decrease because they were able to demonstrate prior knowledge they had about space.

Over the following three weeks the topic of space was continually discussed, and the student participant's speaking increased weekly. Week three the student participant spoke 53 words. During the fourth week their speaking fluency increased to 110 words, which was more than double the words they spoke during the recording of week one. On the fifth week the student participant's speaking increased to 169 words. Each week codes that were identified were content connection, fluency, text evidence because the student participant continuously modeled what they were learning. The final week of data collection the student participant started learning new content. The student participant's speaking fluency decreased to 33 words. The student participant was able to make some connections to prior knowledge about informational writing from the root word information. This student participant demonstrated growth when they learned new content and increased their academic vocabulary.

*Listening***Figure 8***Student # 3 Weekly Listening Percentages*

Student participant three throughout the data collection rated their speaking as a score of a four or five and other classmates agreed. The most important feedback for this student participant was making sure they were speaking loudly so others could hear the details they shared easily. Over the six weeks 50% of the of their speaking prompts were rated as a four and the other 50% were rated as a five. This student participant made connections to articles that were read in class on numerous occasions. The two main codes that were identify from the student participant's feedback over their speaking was "great details" and "speak louder." The student participant made progress with their speaking volume.

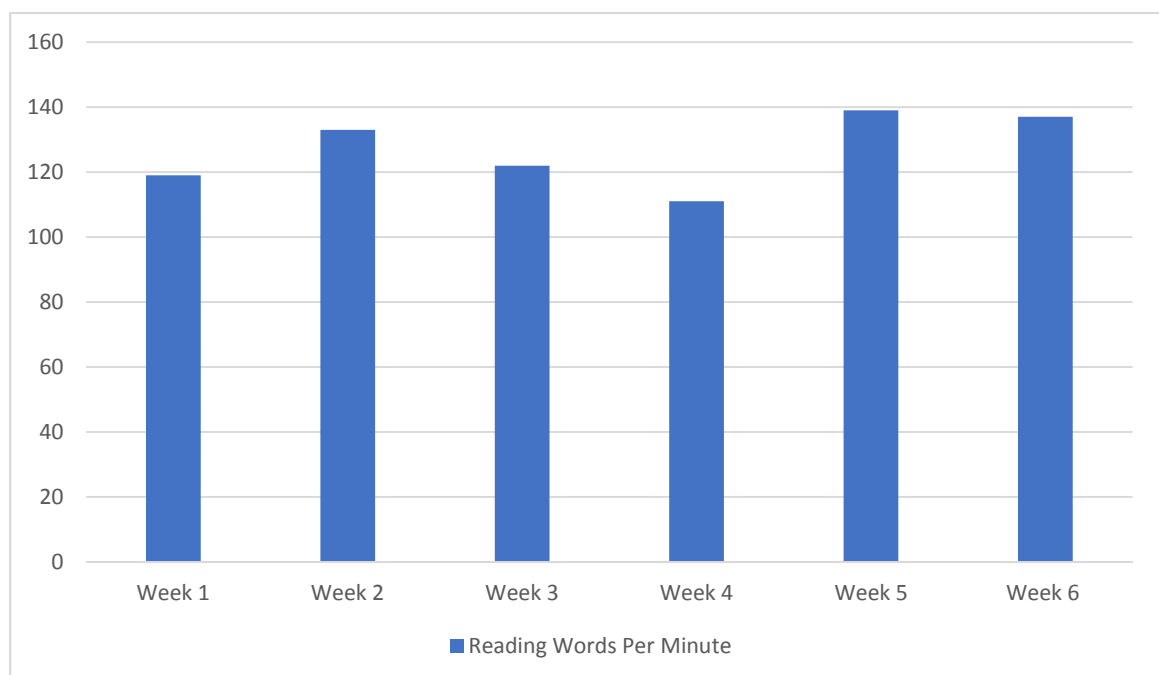
### ***Writing***

The student participant was provided weekly opportunities to improve their writing skills by completing writing prompts. From the writing samples the following were coded predetermined, strong sentence structure, mechanics, punctuation, content connection, text evidence. Overall this student participant was a strong writer at the beginning of this study and continued to provide strong writing samples. Codes that were modeled in the student participant's writing sample were strong sentence structure, content connections, and text evidence. In each writing sample the student participant had strong sentences that provided key details about the topic.

### ***Reading***

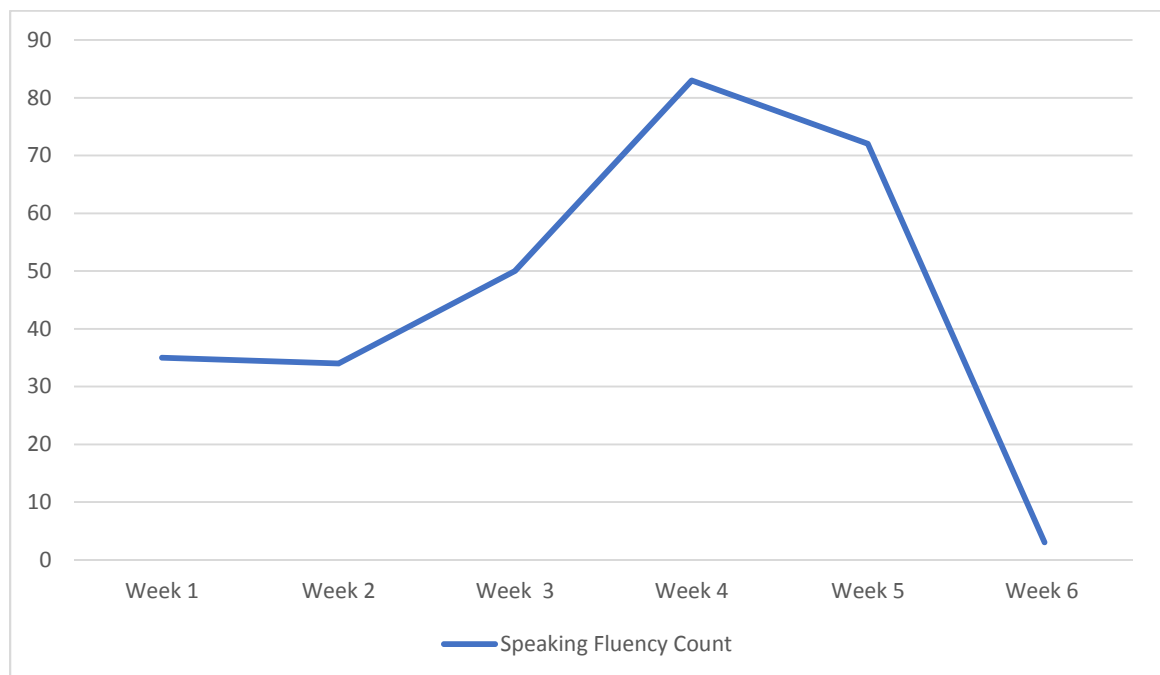
**Figure 9**

*Student # 3 Reading Words Per Minute*



This student participant was progressed monitored on a weekly basis for six weeks for their oral reading fluency. Each week the student participant would graph how many words they read, set a new reading goal for the upcoming week, and completed reflection questions. The first week the student participant read 119 words per minute. The following week the student participant's reading fluency increased to 133 words. Codes that were identified from this student participant's reading data were accuracy and consistency. This student participant each week modeled strong reading fluency but had little to no errors in their verbal reading. The following two weeks the student participant's words per minute decreased to 122 words during week three and 111 words for the fourth week of data collection. The fifth week the student participant read 139 words per minute and the final week their reading fluency decreased to 137 words per minute.

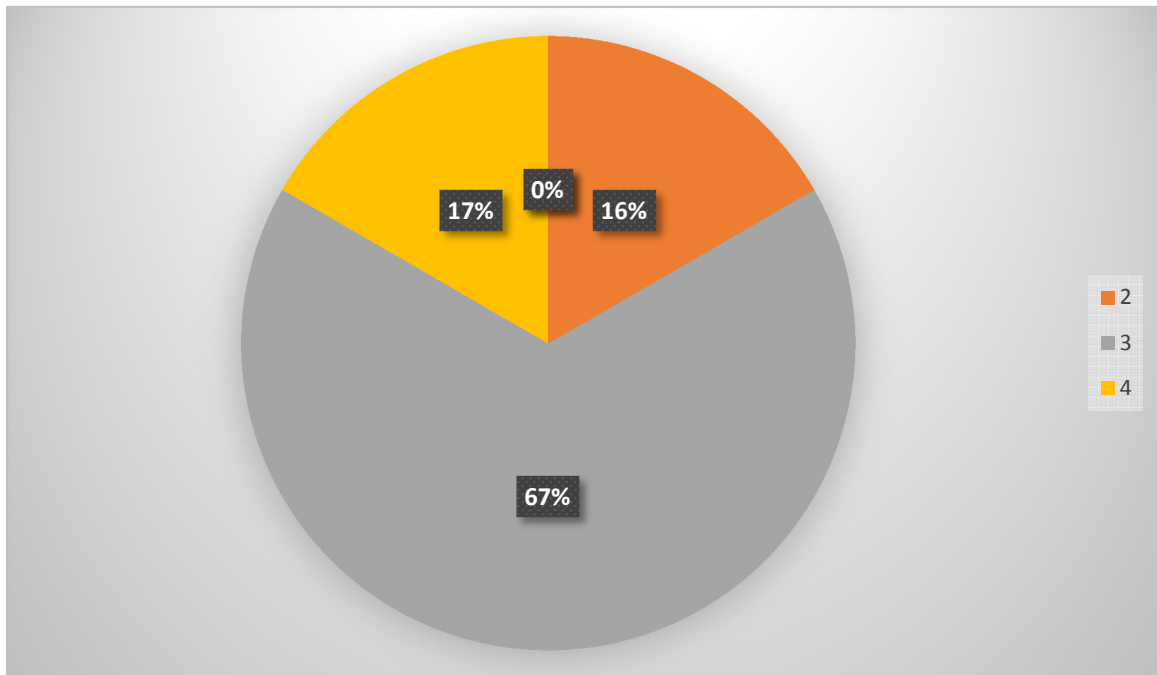
Each week when the student participant completed their reflection checklist, they always selected that they gave their best effort when reading, they felt good about their reading progress, they felt they understood the content they were reading, and they were able to stay focused. Main idea and informative were codes selected for this student participant's reading reflection because they continuously provided answers to support those claims. The student participant felt the best way the researcher could support their reading growth was by providing them with phonics support, helping them read unfamiliar names, and helping them to gain a deeper understanding of what they were reading. Codes that emerged from this reflection question were reading and phonic support. The student participant was able to identify the main idea of the passage and provide details about something they had learned.

**Student Participant Four Data*****Speaking*****Figure 10***Student #4 Weekly Speaking Percentages*

This student participant completed their first speaking prompt for this data collection at the beginning of week one over content about immigration they had learned about two weeks prior. The first week the student participant's speaking fluency count was 35 words. The student participant was able to make personal connections about the topic of immigration. At the beginning of week two there was a new topic introduced. This provided the student participant an opportunity to demonstrate their prior knowledge over space. The student participant's speaking fluency decreased by one word to 34 words during the second week. Codes that were identified for this speaking prompt were

prior knowledge and inconsistent. While the student participant was able to share prior knowledge their delivery of that content was inconsistent.

Entering week three the student participant's speaking fluency increased to 50 words and continued to increase during week four to 83 words. The student participant was able to make content connections, demonstrate their understanding of academic vocabulary, and make personal connections. Week five was the final week the student participant had to complete a speaking prompt over space. This student participant's speaking fluency decreased to 70 words. This was due to inconsistency; they were able to provide text evidence, but it was difficult due to the lack of fluency. Week six was the final week of data collection and the student participant was introduced to a new topic. The student participant's speaking fluency dropped to three words. The student participant's feedback for the final week was encouraging the student participant to slow down before answering to provide a better opportunity to model their English fluency even though they may not have much background knowledge over the selected topic.

*Listening***Figure 11***Student #4 Weekly Listening Percentages*

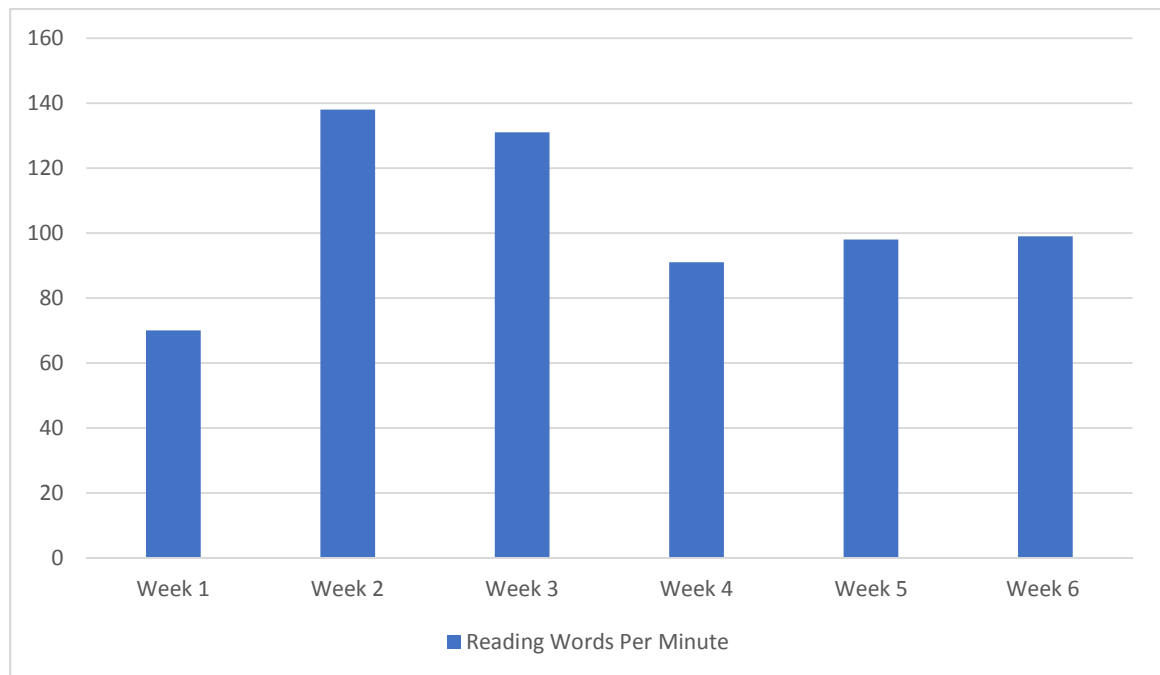
Student participant four completed their weekly speaking prompts and scored their fluency. From the data demonstrated on the pie chart it shows the student participant never received a score of a one or a five. The largest percentage of their speaking fluency score came from being rated as a three on the modified WIDA rubric. Some of the student participant's feedback was making sure they took the time to think about their answer beforehand, speak clearly, and try to speak in the correct tense. Weeks that the student participant received lower scores for their speaking were when their fluency was inconsistent. When the student participant scored a three for their speaking the feedback



that was received and coded as “great details” so the student participant was making connections to their prior knowledge and/or to the content they were learning.

### ***Writing***

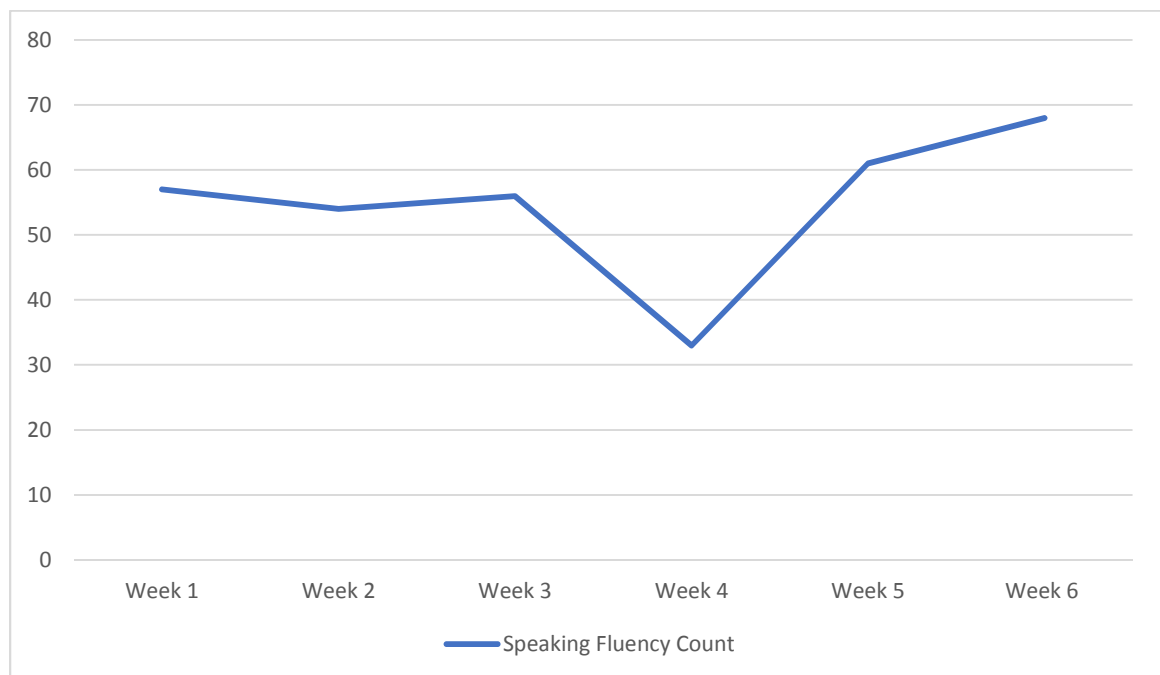
Some writing samples are missing due to frequent absenteeism. There were no writing samples collected during the sixth week due to the student participant attending a new school. Towards the beginning of this study some writing samples were collected from student participant four. In one writing sample two codes were identified because the student participant was able to make content connections and provide text evidence. From the three small writing samples that were collected the student participant was improving their writing by providing more information that connected to the content they were learning about.

*Reading***Figure 12***Student # 4 Reading Words Per Minute*

The student participant was timed for one minute for six weeks to monitor their reading fluency. After the student participant completed their weekly timed reading, they would graph how many words they read, complete their reading goal for the upcoming week, and answer reflection and comprehension questions. The first week of this data collection the student participant read 70 words per minute. This student had seven errors their first week of their timed reading fluency. These words were unfamiliar academic vocabulary. During the following weeks the student participant's reading errors decreased, their accuracy increased, and it had a direct impact on their reading

consistency. The second week the student participant's reading fluency increased to 138 words per minute. Then their reading fluency decreased to 131 words per minute during the third week and it continued to decrease in the following week to 91 words. By the fifth and sixth week the student participant's reading fluency increased to 98 words and then to 99 words per minute in the final week.

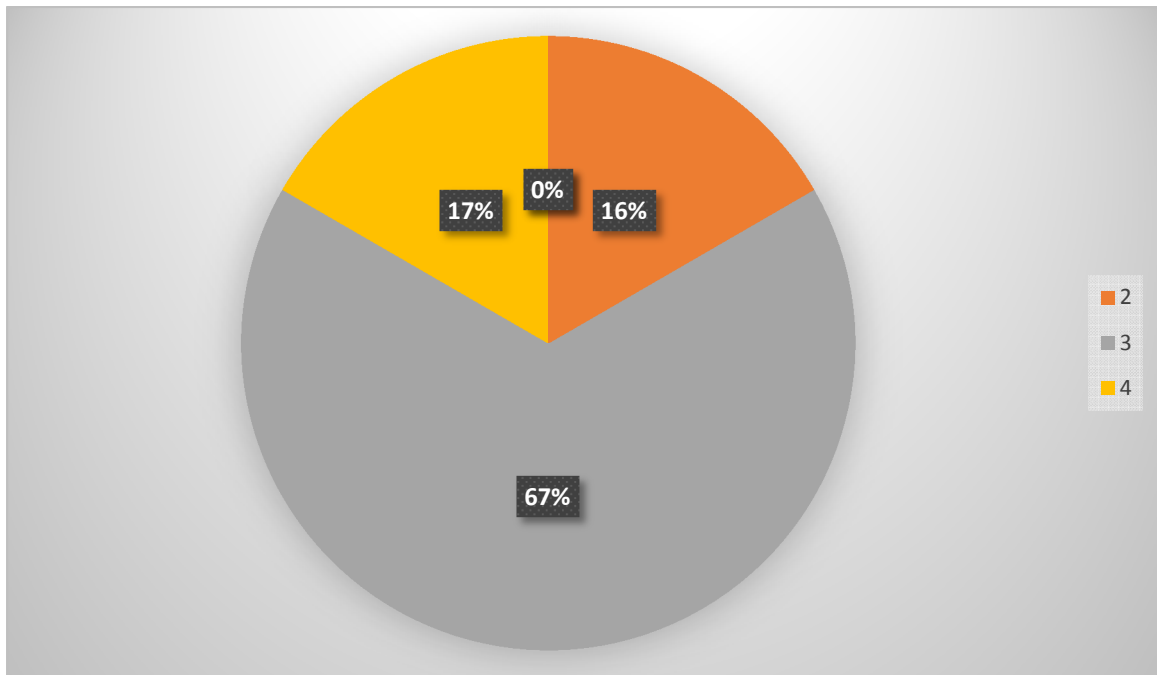
Each week the student participant felt strong about giving their best reading effort, about their reading progress, and the content they were reading. For the first five weeks the student participant felt strong about their ability to stay focused while reading but during the sixth week the student participant just checked that they felt okay. The student participant felt the researcher could help them the most by continuing to practice reading and working on pronunciation of words. Codes that were determined from the student participant's reflections were reading and phonic support, main idea, and informative. The student participant provided examples of main ideas and model their understanding of content they learned from the passages they read.

**Student Participant Five Data*****Speaking*****Figure 13***Student #5 Weekly Speaking Percentages*

At the beginning of week one the student participant demonstrated their prior knowledge of informational writing and spoke 57 words. This student participant was then introduced to informational writing after the speaking data was collected. Over the following two weeks the student participant continued to learn more about informational writing. The student participant's speaking fluency decreased to 54 words during week two. The student participant was able to model some prior knowledge about informational writing. Week three the student participant's speaking fluency increased to 56 words. The codes that were identified from the speaking sample were content

connection and personal connection. The student participant was encouraged to “think first” which was an identified code from feedback that was received over several weeks. The student participant struggled with the delivery of the content.

At the beginning of the fourth week the student participant completed their speaking prompt over a newly introduced style of writing to model their understanding. The student participant’s speaking fluency decreased to 33 words. For the following week the student participant continued to learn more about opinion writing and their speaking fluency increased. On the fifth week of data collection the student participant’s speaking fluency was 61 words. During the final week the student participant began learning about a new style of writing and their speaking continued to increase to 68 words.

*Listening***Figure 14***Student #5 Weekly Listening Percentages*

Each week the student participant was provided an opportunity to listen to their speaking prompts along with their peers. The student participants were responsible for scoring their speaking with evidence from the rubric that supported their score. From the data demonstrated on the pie chart it shows the student participant never received a score of a one or a five. The largest percentage of their speaking fluency score came from the student participant rating themselves as a three on the modified WIDA rubric. Codes that were identified from the feedback were the following: need more details, think first, and great details. The student participant's feedback routinely was to include more details and think before completing the speaking prompt.

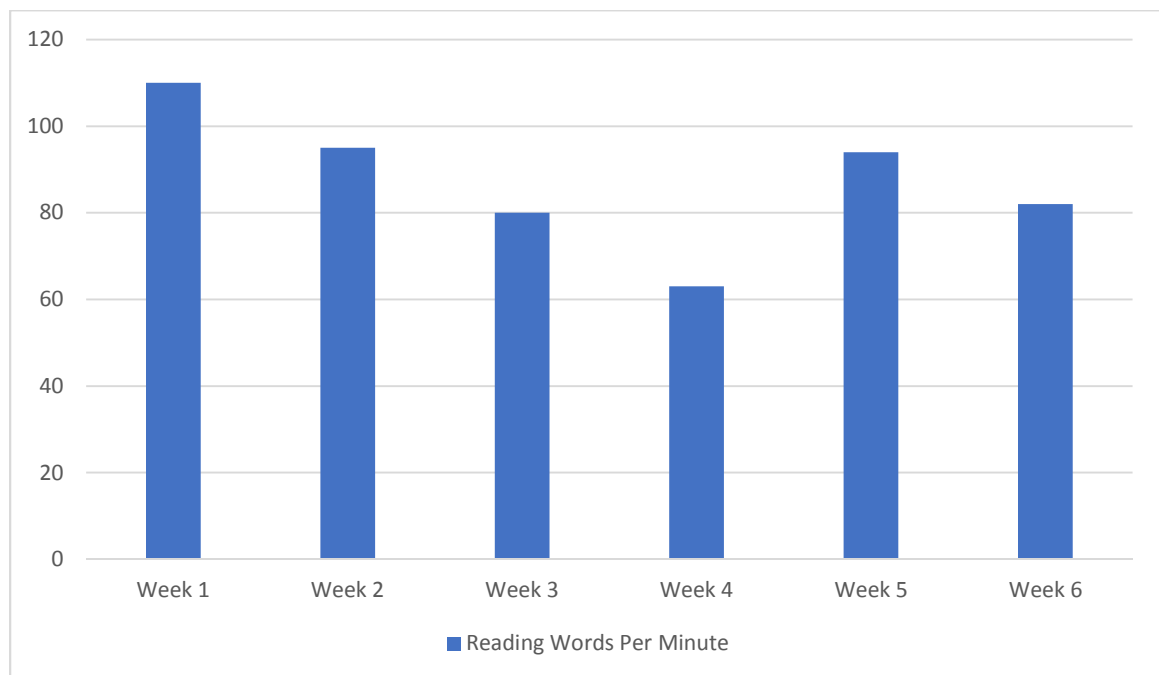
### ***Writing***

Student participant five was provided weekly opportunities to demonstrate their writing growth and to model content they learned within their classroom. Codes that were identified in the student participant's writing sample were the following: content connection, text evidence, mechanics, punctuation, and strong sentence structure. The major area of concern for this student participant would be mechanics, punctuation specifically to best improve their writing. The student participant's writing samples modeled their understanding of newly acquired academic vocabulary.

### ***Reading***

**Figure 15**

*Student #5 Reading Words Per Minute*



Each week the student participant completed a one-minute timed reading. The student participant graphed their words per minute they read, completed their reading goals, and reflection question four out of the six weeks. The student participant read 110 words per minute the first week. For the next three weeks the student participant's reading fluency continued to decrease to 95 words during week two, then 80 words during week three, and 63 words during week four. When reviewing the student participant's reading data their errors that continuously increased over a span of three weeks demonstrated errors in academic vocabulary such as digest, glucose, sugary. Codes that were identified from the student participant's reading samples were consistency, accuracy, and errors. None of the reading samples were coded as inconsistency because the student participant did not make more than two errors per sentence and often these errors were spread over several sentences. During the fifth week the student participant's reading fluency increased to 94 words per minute but decreased again the final week to 82 words per minute.

During week two, three, and six the student participant completed their reflection checklist and checked that they felt okay about their reading effort, progress, understanding of the content, and they were able to stay focused. During the fourth week the student participant checked that they did not feel good about their reading effort or their reading progress. They felt okay about understanding of the content they read about and they were able to stay focused. The student participant identified they would need continued support from the researcher by reading more. The student participant demonstrated understanding of the passages' main ideas and provided details about information they learned by answering comprehension questions. Codes that were



predetermined were main idea and informative which were both demonstrated by the student participant by the connections they were able to make to the text they read.

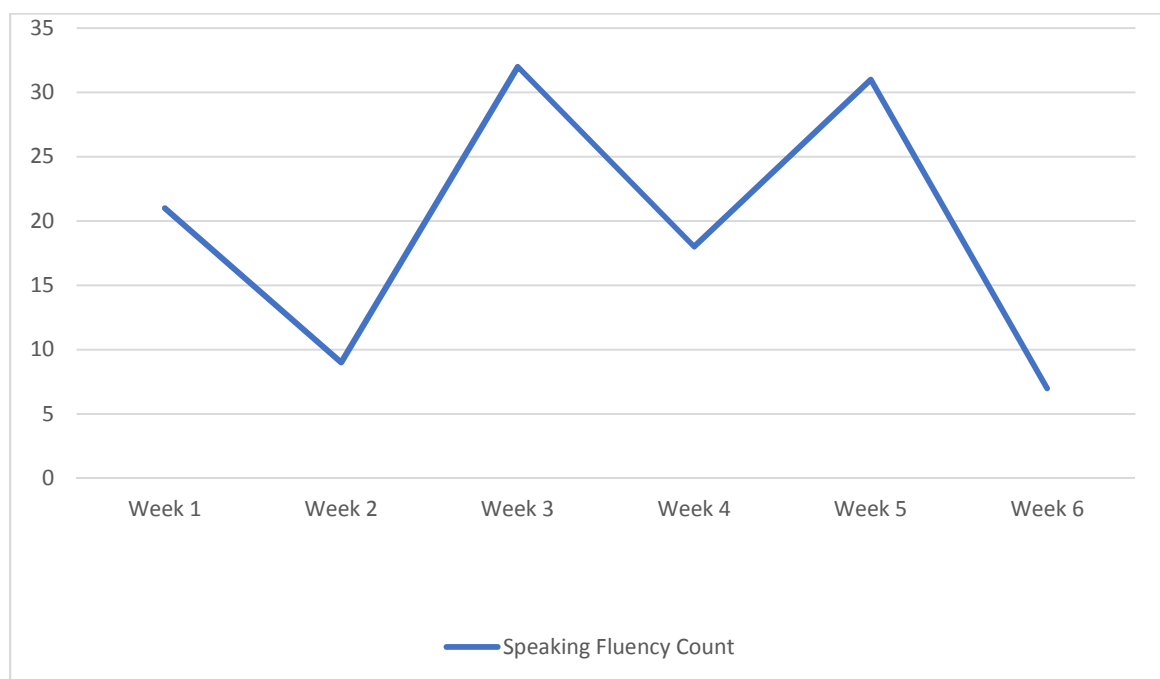
Another code that emerged was reading support because that was the feedback received regularly about how the researcher can best support the learner.

### **Student Participant Six Data**

#### ***Speaking***

**Figure 16**

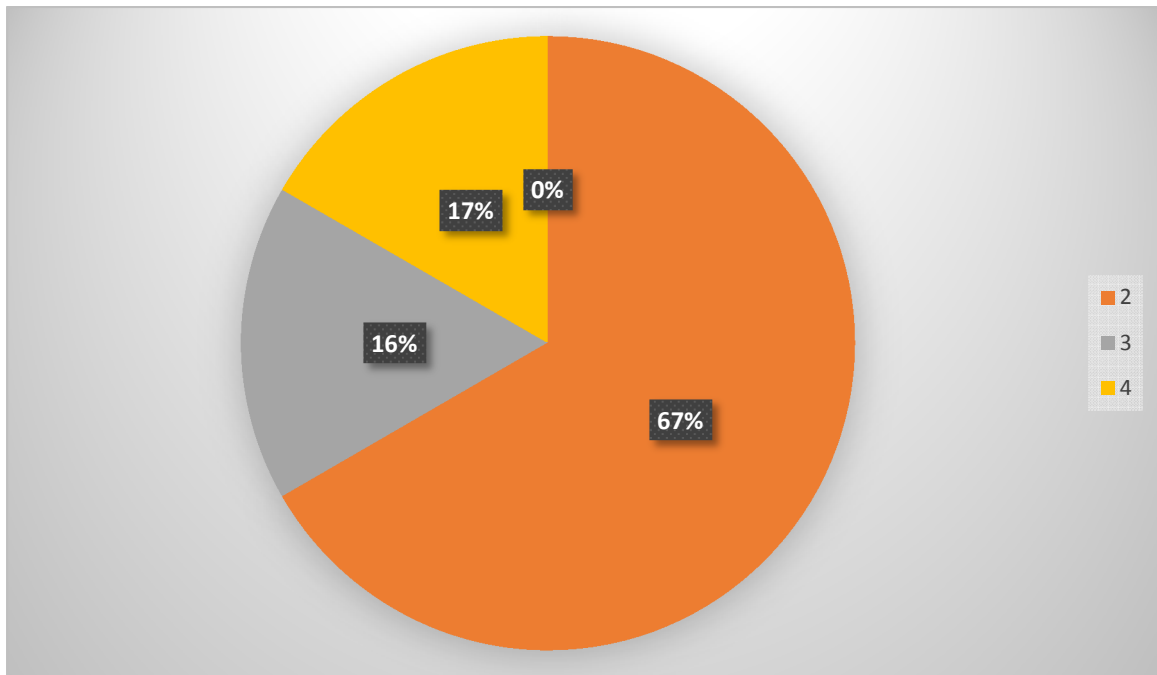
*Student #6 Weekly Speaking Percentages*



At the beginning of week one of this data collection process the student participant was asked to complete a speaking prompt over a topic that had not been taught in ESL yet this school year. The student participant spoke 21 words demonstrating

their understanding of informational writing. This speaking prompt was coded as prior knowledge and inconsistent. In the upcoming week they were taught more about informational writing, but the student participant's speaking decreased to nine words during week two. The student participant was able to make content connections but was encouraged through feedback to add more details.

During the third week of data collection this was the final week for the student participant to complete a speaking prompt over informational writing. The student participant's speaking increased to 32 words. The student participant was able to make some connections to the content. Week four the student participant completed a speaking prompt over opinion writing and their speaking increased to 18 words. During the fifth week the student participant was taught more about opinion writing and their speaking fluency increased to 32 words. At the beginning of the final week of data collection the student participant completed a speaking prompt over narrative writing, demonstrating their understanding of this topic. The student participant's speaking decreased to seven words in the sixth week of this research study. This was coded as prior knowledge because the student participant demonstrated their lack of understanding about narrative writing. Through the student participant's speaking prompt, it was demonstrated that they had little to no prior knowledge about narrative writing.

*Listening***Figure 17***Student #6 Weekly Listening Percentages*

Student participant six completed a weekly speaking prompt over the span of six weeks. Each week the student participant was provided an opportunity to listen to their speaking prompts, self-scores using a modified WIDA rubric and received peer feedback. Data represented in this pie chart identifies the student participant's scores they received over a period of six weeks. This student participant never received a score of a one or a five, with five being the highest score you can obtain. This student participant most of the time received a score of a two. Feedback reviewed from the speaking prompts identified the following codes; needs more details, background knowledge, connection, rate, and honest feedback. Weeks where the feedback was coded as needing more details are the

same weeks the speaking was coded as inconsistent. When speaking fluency was stronger the student participant demonstrated it by their prior knowledge or content connection.

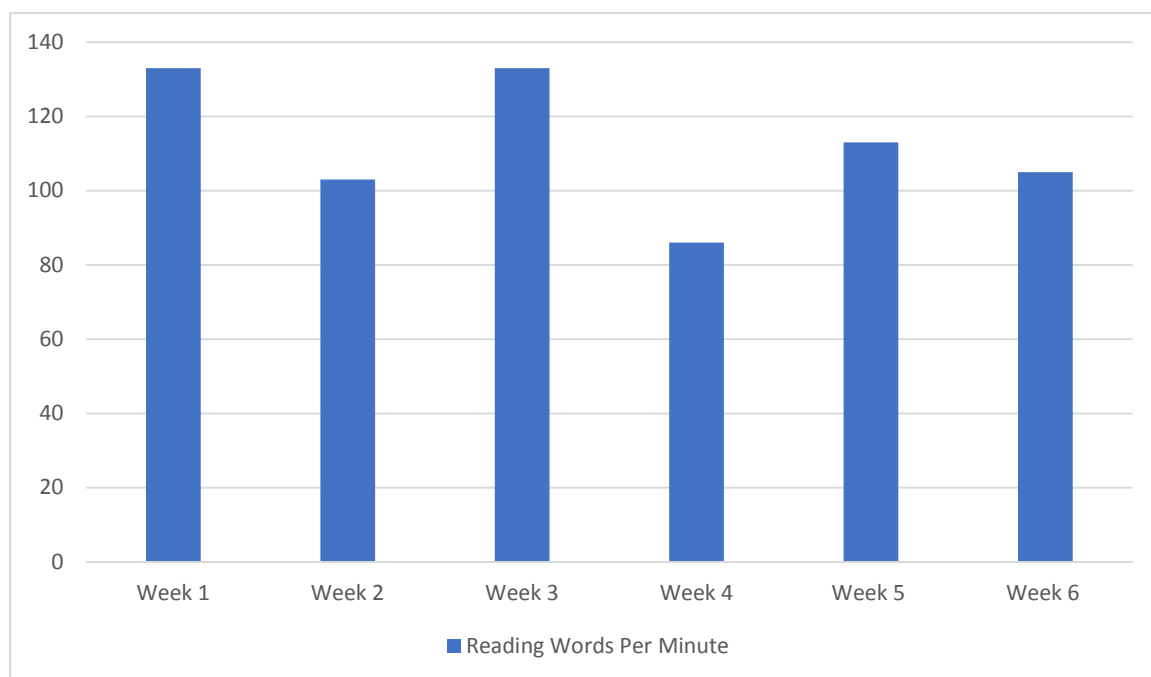
### ***Writing***

Writing samples were completed on a weekly basis. Student participant six was provided chances to improve their writing by utilizing graphic organizers, completing rough drafts, editing, and completing final drafts. This student participant was able to make content connections and model that in their writing. An area of concern would be mechanics since that was consistently identified when coding. The student participant demonstrated growth in their writing by implementing text evidence in their writing samples.

## *Reading*

**Figure 18**

*Student #6 Reading Words Per Minute*



Each week the student participant met with the researcher to check their oral reading fluency. After the student participant read, they would graph their words per minute, set a reading goal for the upcoming week, complete reflection and comprehension questions four out of six of the weeks. During the first week the student participant read 133 words per minute. The second week the student participant's reading fluency decreased to 103 words per minute. Then during the third week the student participant's reading 133 words per minute again. Their reading fluency decreased to 86 words per minute during week four. The fifth week they read 113 words per minute. During the final week of data collection, the student participant read 105 words per

minute. This reading data was coded by the student participant's errors, accuracy, and consistency. When the student participant's reading errors decreased then their reading accuracy increased, and the student participant was able to model more words they were able to read which impacted the student participant's verbal reading fluency that was not choppy but fluid-like.

During the first and second week the student participant completed their reflection checklist and checked that they felt strong about their reading effort, reading progress, understanding of the content, and being able to stay focused. The third and fourth week the student participant felt okay about their reading efforts, they were not happy with their reading progress, but they felt strong about their understanding of the content and being able to stay focused. Reading support was a code selected for this student participant because they explained to the researcher, they could provide support by helping them "read really big words." The student participant identifies the main idea of the passages and was able to provide details about something they learned new which supports the predetermined codes main idea and informative.

### **Collective Findings**

For this research study three types of coding were selected. Initial Coding was implemented for the first cycle of reflective data such as interviews, reading reflection questions, and feedback received after student participants listened to their speaking fluency. For content rich data collections such as speaking prompts, reading words per minute, and writing samples the Hypothesis Coding was selected because predetermined codes were established. Saldana (2016) identifies Hypothesis Coding as "a strategic

choice for an efficient study” this coding type helps to focus on key components that provide evidence of student participants’ growth or progress in the language domains which was the goal of the research study and tied directly to the research questions. For the Second Cycle of coding, Pattern Coding was implemented to recognize commonality among the codes to determine categories.

After listening and compiling transcriptions of each student participant’s speaking prompts over the span of six weeks some common language utilized was many of them started sentences with the word “and”. From the transcription it was noticed that this was a common practice among the student participants when they were attempting to extend their speaking prompt by adding more details to their answer. There were several student participants who utilized sentence starters on a regular basis such as, “I learned.” For most student participants when a new topic was introduced to determine their prior knowledge of the topic their speaking fluency decreased. After two or more weeks were spent on a similar topic most of the student participants’ speaking fluency increased.

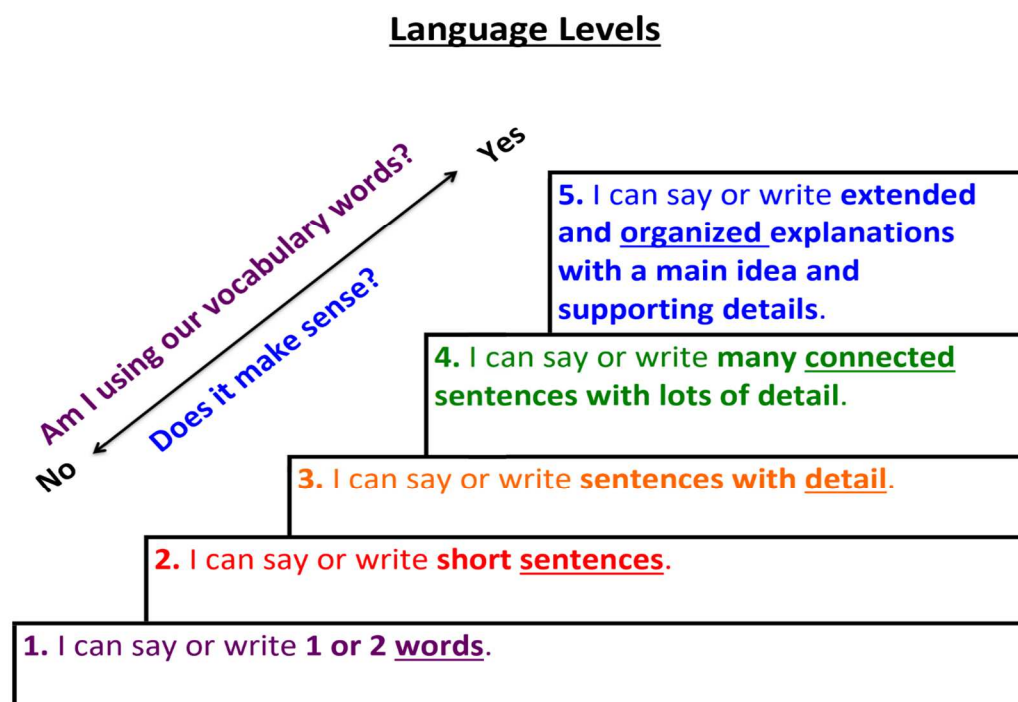
Each week the student participants had an opportunity to record their speaking prompts and listen to them. This provided an opportunity for student participants to set goals on areas they would like to improve. Codes that were predetermined from the speaking prompt data were prior knowledge, content connection, text evidence, fluency, personal connection, and inconsistent. The predetermined codes were selected by the researcher to identify the student participants’ growth in the speaking fluency. These codes help identify what other factors could have impacted the formative assessment if a student participant did not model growth. Formative assessments are the process by

which teaching, learning, and assessing to demonstrate understanding are combined (Ferlazzo & Hull Sypniewski, 2012). As the researcher these codes helped to identify the next steps for each individual student participant because these codes help to determine if they had any prior knowledge of the content, if there were inconsistency in their speaking which identified what content needed to be retaught. If the student participants speaking was coded as content connection, text evidence, personal connections then they were modeling their learning.

From those six selected codes there were connections between the codes that were condensed to the three following themes: prior and background knowledge, attained information, and accuracy. Prior and background knowledge was selected as a theme because sometimes the student participants brought prior knowledge or personal experience to the topic of discussion. Throughout this data collection the student participants were referencing vocabulary learned within class and providing information from texts that were read. By modeling their understanding of vocabulary and the content they read they were representing the information they worked to attain by practicing vocabulary, reading text, and comprehending information they have learned about. Depending on if the student participant had prior knowledge or was able to make connections to content read within class impacted the outcome of their speaking prompt whether it was fluid or inconsistent. Student participants who were able to reference content information and/or had prior knowledge about the speaking prompt tended to have better fluency with their speech which generally increased their accuracy. Student participants who had less knowledge and/or did not think about their answer beforehand on the selected topic had more inconsistent speaking data.



After student participants completed their weekly speaking prompt, they would meet the next day to view their video clips together. The goal of all the student participants was to acquire a score of a five on the modified WIDA speaking rubric. This was a time for the student participants to have self-reflection and an opportunity for them to vocalize how they felt their speaking prompt provided or did not provide details about the topic. The student participants would rate their speaking using a scale one to five. Five representing a speaker who provided multiple sentences over the topic with details. One representing the worse if the student participant only spoke one to two words. After the student participants self-scored utilizing a modified WIDA rubric for speaking they would receive feedback on areas of growth.

**Figure 19***Speaking and Writing Rubric*

After all student participants had listen to their speaking prompts and rated themselves, they would discuss with their peers and the researcher on areas they would like to improve. The researcher would provide each student participant with feedback. After Initial Coding it was identified that the feedback given to the student participants were similar over the study. Some common codes identified were the following: speak louder, honest feedback, need more details, rate, think first, vocabulary, background knowledge, great details, and connections. After the second cycle of Pattern Coding the categories were reviewed for commonality to establish themes. The themes that were identified from feedback were preparation, quality responses, and honest feedback.

**Table 1*****Themes of Speaking Feedback***

Themes of Speaking Feedback	Feedback
1. Preparation	Statements that indicated on numerous occasions that students needed to take their time to think before providing a response, speak loud, clear, and provide details.
2. Quality Responses	There was feedback that identified when student participants activating prior knowledge, using academic vocabulary, provide details that make connections to the learning content.
3. Honest Feedback	When student participants were asked to share their prior knowledge on unfamiliar topic, they were honest.

Each week the student participants were monitored on their reading fluency by a one-minute timed reading. It was often common for student participants to read different passages within their grade level because they might be at a different place in their oral reading fluency. Prior to this study some student participants were progress monitored weekly using a reading program purchased and adopted by the school district because they

were not reading on grade level. By week two of the data collection of their reading fluency the researcher determined that the tools being implemented for graphing the student participant's words per minute and their reflection questions were not appropriate. The reading reflection page for the first and second week had the graph on the same page as the reflection questions. The researcher felt it would be best for the student participants to have a better visual on a weekly basis of their reading progress by using a bar graph. By having the student participants graph their words per minute on the same page each week it provided them an opportunity to see their weekly progress. The reflection questions were revised to help improve the student participants' understanding, so they were able to provide a more in-depth answer. During the third week the researcher established a better note taking system of the student participant's timed reading. The two weeks prior brought attention to the things that were most important to monitor and identify the information that was needed for the future.

Each week the student participants would complete a checklist rating their reading. They answered the following questions rating themselves on a scale. If the student participant checked a one it meant they felt they did not give their best effort, a two meant they felt like they did okay, and if they selected a three that meant they did their best.

1. Did you give your best effort when reading?
2. How do you feel about your reading progress?
3. Did you understand the content you were reading?
4. Were you able to stay focused?

The student participants were able to rate themselves when support was provided by the researcher which sometimes meant reading the questions aloud and/or explaining what the question was asking. For the first two weeks of data collection of the student participants' reading fluency they answered the following open-ended question.

5. What help do you need from the researcher to become a more proficient reader?

The student participants were having difficulties with understanding how to answer the question. The researcher had to explain it each time, so they were able to respond with an appropriate answer. By the third week of the data collection the researcher revised the questions to gain a deeper understanding of the student participants' reading comprehension. The following questions were added to the reflection page for weeks three through six.

1. How can your teacher help you to become a stronger reader?
2. What was the main idea of the passage that you read?
3. What is something you learned from the passage?

By providing more open-ended questions it provided an opportunity for the researcher to determine if the student participants were making connections to the text they were reading. These questions were helpful with identifying if the student participant was able to comprehend, able to recall, and if they were able to retain information they read.

Student participants were provided weekly opportunity to complete writing samples over content that had previously taught in class. Predetermined codes for the First Cycle of Hypothesis Code were the following: strong sentence structure, mechanics,

punctuation, content connection, and text evidence. For the Second Cycle Pattern Coding was implemented and the two themes identified were grammar and information. Writing samples that were coded frequently for mechanic tended to have more punctuation errors versus those who did not. A common area that was identified from the writing samples was the student participants' inconsistency with their writing mechanics. After implementing writing practice on a weekly basis, the student participants were demonstrating more connection to the texts they were reading and class topics they were learning about. The researcher modeled writing expectations with the student participants. Sometimes graphic organizers were implemented. This resource was helpful for some student participants while confusing for others. This study identified areas of growth the student participants made with making connections to their learning. It magnified ongoing areas of concerns for mechanics.

Through qualitative data analysis several themes emerged from the data: prior and background knowledge, attained information, accuracy, preparation, quality responses, honest feedback, grammar, information, fluency, and unpredictable. These themes are central to addressing the research questions. Theme one was background and prior knowledge identified if the student participants were able to make any personal connections to the content. Some student participants were able to build on newly learned content because of the prior knowledge they had from information they had learned in the past. Some of examples of these themes, "Well I don't know nothing about space" or "I know that the space is a wide place that there's a lot of things like planets, stars, galaxies, and the solar system where our planet exist and our planet is the earth and the sun is a place and it moves too."

The second theme identified was attained information. Codes that were identified were content connection and text evidence. Student participants modeled this theme of attained information when they were able to demonstrate their learning. The third theme was accuracy, the student participants were provided opportunities through formative assessments to model accuracy in their speaking and writing samples. Some specific codes that were identified were fluency and inconsistent which exemplified this theme. Theme four is preparation which refers to if the student participants were thinking about their speaking goals in order to strengthen their answers. After the student participants would listen to their speaking samples, they would provide written feedback with the researcher's help. Here is an example of some of the feedback student participants gave, "speak louder and think about your answer beforehand" or "provide ideas in more sentences."

The fifth theme identified was quality responses. Codes identified were vocabulary, background knowledge, great details, and connections which demonstrated this theme. Honest feedback was the sixth theme identified. Student participants who demonstrated this theme were those who were not afraid to share when they needed support or did not have background knowledge on the topic that was being taught. Grammar was the seventh theme identified. Student participants would write rough draft and type final drafts of their writing samples. During the first and second cycle of writing they would conference with the researcher to receive feedback. Many times, the student participants had to be reminded to check for capitalization, punctuation, and your work to make sure your writing makes sense. Codes that were identified were strong sentence structure, mechanics, and punctuation which exemplified this theme. The eighth theme

was information. In student participants' writing sample they had to provide information they had learned in order to complete the writing samples. Here are some samples, "the sun is a ball of gas" or "weathering breaks down the rocks shape." Fluency was the ninth theme identified from this data collection. Each week the student participants would work towards improving their reading goals. Consistency and accuracy were codes identified in reading samples that determined the theme fluency. The tenth and final theme identified was unpredictable. Student participants who were reading inconsistently from week to week of the data collection demonstrated this theme. Codes that were identified that were associated with this theme were errors and inconsistency.

**Table 2**

***Samples of Data, Codes and Themes***

Data Samples	Codes	Themes
"I do understand what immigration is because I was one of them."	Prior Knowledge Personal Connection	Prior and background knowledge
"And I learned that the moon it moves in a circle around the Earth and the Earth moves in a circle around the sun."	Content Connection Text Evidence	Attained information
"I learned about Sally Raves (Ride) and that she was the first woman to go to space and that she had an amazing teacher and that she loved science and she liked to work with project and stuff that what I learned about this week, last week."	Fluency Inconsistent	Accuracy
"Make sure to think about your response beforehand."	Speak Louder Needs More Details	Preparation



	Rate Think First	
“Great examples. You thought about your answer first”	Vocabulary Background Knowledge Great Details Connections	Quality Responses
“Well I don’t know nothing about space”	Honest Feedback	Honest Feedback
“earth is hug a ro an water”	Strong Sentence Structure Mechanics Punctuation	Grammar
“The sun is a ball of gas.”	Content Connection Text Evidence	Information
“One morning Charles arose early and sprinted”	Consistency Accuracy	Fluency
“Since Alicia was ten years old, her parents didn’t mind (gray= missed words)	Errors Inconsistency	Unpredictable

### Conclusion

This research study was used as a tool to determine if these practices and procedures are effective. The student participants learned to interpret their own WIDA ACCESS data and how to set goals. Each week a variety of formative assessments were implemented to measure the growth of the student participants’ listening, speaking, reading, and writing proficiency in English. The reading passages were selected from the reading program that was purchased and implemented within the school district. These passages were utilized to measure how many words per minute the student participants read. The reading reflection questions were created by the researcher along with the other formative assessments for speaking, listening, and writing. These formative assessments

reflected the content they were learning within their regular education classroom and in ESL.

Growth was identified in this research study and areas that student participants need to continue working on to make academic gains in their English proficiency. The following provides examples of how each research questions were addressed. The student participants throughout this study became aware of the expectations for the WIDA standards in order to gain English proficiency. They modeled goals and growth in different language domains. Once the student participants listened to the researcher's examples, reviewed the rubric, and provided speaking samples on a weekly basis, it raised self-awareness to areas of improvement to focus on. By providing the student participants an opportunity to complete a weekly speaking prompt made them more confident. Student participants demonstrated speaking in detailed complete sentences more frequently. By implementing reading fluency, the student participants were very eager about meeting their weekly goal to increase the amount of words they read during the one-minute timed reading assessment. Reflection questions provided the students participants an opportunity share honest and meaningful feedback. When reviewing the student participants' writing samples, they received feedback on areas to revise. Frequently edits were related to mechanical errors which made it easy for student participants to be aware of the expectations and goal to model strong writing samples. Student participants gained a strong understanding of the expectations to become proficient in English. Feedback was very important for the student participants and their progress throughout the study. All student participants demonstrated growth in their speaking fluency, especially when the topic was over recently learned content. Reading

comprehension was strong for the student participants but at times some of the student participants had inconsistencies with their weekly timed reading fluency. All student participants showed growth in their writing samples.

## Chapter V: Introduction

This collective case study for ELLs aimed to address and determine the answers to these research questions:

1. How does implementation of standards-based goal setting influence ELLs self-efficacy?
2. How does implementation of standards-based goal setting influence student development of each language domain?
  - A) How is listening proficiency influenced by goal setting?
  - B) How is speaking proficiency influenced by goal setting?
  - C) How is reading proficiency influenced by goal setting?
  - D) How is writing proficiency influenced by goal setting?
3. Which strategies of goal setting do ELLs make most meaning from?
4. What evidence does goal setting data collection show growth in students' English language proficiency?

This chapter will provide an opportunity for the researcher to share their experiences and observations of this study. The data collection from each language domain will be highlighted. Growth or lack of growth in the student participants' listening, speaking, reading, and writing English proficiency will be reviewed to provide more insight and understanding of outside factors that may have impacted the data. Limitations of this research study will be addressed, along with guidance for future research.

### **Discussion of Findings**

This collective case study provided student participants an opportunity to gain an understanding of goal setting and interpreting their own data to help them make progress in their English proficiency. It is important that student participants have a teacher to model how to set effective goals, as stated in order “to evaluate one’s progress toward achieving them by asking students to periodically write or talk about what they have achieved, what they still would like to achieve, and how they will do it” (Ferlazzo & Hull Synieski, 2012, p. 283). The student participants became very aware of if they met or did not meet their oral reading fluency goal. They were able to identify if their speaking and writing improved from week to week. Through feedback and goal setting the student participants gained a deeper understanding of the expectations to becoming a proficient English speaker.

The initial interviews with the student participants brought attention to their understanding of their WIDA ACCESS scores. This provided the student participants a chance to see how their English proficiency scores were determined and what ESL services are needed support them. The initial interviews allowed an opportunity to get to know the student participants better and determine how they feel about receiving ESL support. Student one explained why they felt they needed ESL support, they stated “Yes, because I don’t know a lot of stuff.” Weekly formative assessments helped the student participants to understand the expectations of a proficient English speaker. These formative assessments provided the student participants opportunities to improve their

listening, speaking, reading, and writing in English. These opportunities might not have been provided within their regular education classroom.

### ***Speaking Findings***

This study provides evidence that by providing the student participants an opportunity to complete weekly speaking prompts had a direct impact on their fluency growth. When ELLs are assessed it is important to know their current proficiency level, involve the student participant in this process to help them identify specific learning targets (Ferlazzo & Hull Sypnieski, 2012). It is the job of the ESL educator to target specific language domains to help student participants grow in their English fluency. By conducting weekly speaking prompts for the student participants to complete it is providing them opportunities to become more comfortable speaking in their second language. Here is an example of student three speaking prompts from the third and fourth week of data collection. These speaking samples were collected during the student participant's second and third week learning about space. Student three stated, "I learned in space they have the satellites, and the moon, have a solar system, and a sun and the universe and all these things that exist in space. And I learned that the moon it moves in a circle around the Earth and the Earth moves in a circle around the sun." When comparing the speaking prompt for the following week you can see the student participant demonstrated a strong understanding and fluency improved. The fourth week the student participant stated, "I learned that there is no gravity on the moon and Mars and the Earth has gravity. And the gravity is the force of pulling things into the ground. And there is a big difference between comets and asteroids. The comets are made of ice

and if it comes close to the sun it will melt. I learned that the asteroids are chunks of rocks in space. And I learned that the scientist discovered a big rock they called the NT7 and they feared that would plow into the Earth and destroy a whole continent because it was very big, and it has the ability to destroy a whole continent.” Weekly speaking prompts provide a chance for the teachers to identify if the student participants are understanding and retaining content information that is being taught. When student participants had lower speaking fluency it was because they were being introduced to a topic that they may not have learned yet. During the second week the fifth graders were asked, “What do you know about space?” Student one stated, “Well I don’t know nothing about space.” Another example of this was during the was during the fifth week the fifth graders were asked, “What is informational writing?” Student four stated, “I don’t know.” Feedback over the student participants’ speaking prompts targeted areas they needed to grow in most. Formative assessment is defined as “checking for understanding is part of a formative assessment system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students’ errors and misconceptions” (Frey & Fisher, 2011, p. 2). The literature supports student participants who are in a continuous cycle of practicing their speaking, then there will be a continuous cycle as well of feedback. This feedback will help the student participants to identify their learning goals and help them define clearer expectations.

### ***Listening Findings***

Weekly speaking prompts provide an opportunity for educators to model their expectations and to provide feedback on a regular basis when student participants listen

to their speaking samples. Student participants would self-score and provide their own feedback. Some examples of this feedback are from student five and six. Student five stated, “speak louder and think out your ideas.” An example from student six was “provide more details.” Other student participants would listen to their peers speaking prompts to identify areas of strength and weaknesses. This made weekly prompts challenging because the student participants were motivated to model their understanding for their peers and to improve their speaking fluency. After student participants established a routine of listening to their weekly speaking prompts, they were able to easily identify what they needed to change in their speaking to improve their fluency. Popham (2010) stated, “formative assessment process involves the gathering and analysis of assessment-elicited evidence for the purpose of determining when and how to adjust instructional activities or learning tactics in order to achieve learning goals” (p.14). Frequently the feedback identified by the student participants and researcher were to provide more details if able to and to speak louder. When the student participants acquired more knowledge about a topic their speaking increased, and their feedback changed to address a different area that the student participant could be challenged to demonstrate growth in.

### ***Reading Findings***

Four out of six student participants showed growth in their oral reading fluency and provided understanding of their reading. I do feel there were inconsistencies in their reading due to the rigor of the passages increased if the student participants’ oral reading fluency was increasing as well. When reviewing the missed words read by the student



participants it was commonly identified that they would miss unfamiliar names of people. Student participant three stated, "I can't read the names of the persons correctly" they felt the best way the researcher could support their reading growth was by providing them with phonics support, helping them read unfamiliar names, and help them to gain a deeper understanding of what they were reading. Student two stated the researcher could help them by "spending more time reading."

Student participants would set their reading goals and complete their reading reflection questions weekly. Popham discussed the importance of students having the awareness of their progress, they need to be involved in the assessment process and understanding the data. He identified "a three-level signal system, in which the students can communicate (1) "I understand what's going on," (2) "I'm somewhat uncertain about what's going on," or (3) "I definitely do not understand what's going on." (2011, p.71). A similar rating scale was applied to the student participants' weekly reading reflection questions that identified their determination and understanding. Student two stated during their Each week the student participants were challenged to improve their reading fluency and comprehension. Locke and Latham (2002) identified five characteristics of successful goal setting as: clarity, challenge, commitment, feedback, and task complexity. As the researcher it brought clarity to the student participants' reading progress by informing them if they were reading on grade level or not. I provided the student participants with feedback on how they could reach their weekly goal to help them achieve growth and progress to reading on grade level. Each week the student participants showed commitment by trying their best to increase their oral reading fluency and model their comprehension. The most meaningful part of the reading

reflection in my opinion was when the student participants were able to explain to me what I can do to help provide further support for them to improve their oral reading fluency and their reading comprehension.

### ***Writing Findings***

All student participants had a stronger writing foundation by the end of the study. Muijs and Reynolds (2011) identified formative assessment as “*Assessment of Learning* is designed to inform the teacher about her pupils’ performance, knowledge and skills, and this information is then used to plan lessons or remediation to improve pupil performance” (p. 266). Writing expectations were taught throughout the study. Student participants would create rough drafts and then conference for cycles of feedback to improve their writing. An example of some feedback student two received from the researcher were the following: “capitalize “earth” in the second sentence, third sentence as will, in the fifth sentence remove “in it”, and you do not need a period after the word heat.” Muijs and Reynolds (2011) identified feedback elements that can help to improve performance are: providing written feedback, the timing of feedback, giving scaffolded responses, helping students develop self-assessment skills, identifying clear expectations, making sure student participants understand their target, and understand ways to close achievement gaps. Writing expectations were defined throughout this study that challenged the student participants to produce better quality writing samples that were supported by evidence. Student participants become more aware of their mechanical errors that were easy to improve. The student participants demonstrated a stronger understanding of how to provide evidence from a text to strengthen their writing samples.

Predetermined codes for the First Cycle of Hypothesis Code were the following: strong sentence structure, mechanics, punctuation, content connection, and text evidence. For the Second Cycle Pattern Coding was implemented and the two themes were identified grammar and information. Here are excerpts from student participants' writing samples that model two different themes "earth is hug a ro an water" and "The sun is a ball of gas." The first writing sample has grammar errors. The second sample provides information they have learned.

### **Implications**

This research study was informative and is important because the ELL population continues to increase. Ferlazzo and Hull Sypniewski (2012) stated, "the ELL population continues to grow, with some demographers predicting that in twenty years the ratio of ELL students to English-only students could be one in four" (p.5). It helped to identify specific areas in each language domains that student participants needed support in the most to improve their English fluency. Murphy (2009) stated that, "educators will want to begin by establishing a baseline of student's ability in each of the four strands of language: listening, speaking, reading, and writing" (p. 26). As their ESL teacher it helped to identify what classroom strategies were effective and ineffective. This study was not only reflective for the me but for the student participants as well. This provided an opportunity for my student participants to see their academic gains in their English proficiency even when they maybe struggling with grade level content. It provided a chance for those student participants to celebrate their small successes and provided

reassurance that they are on the right path to gain deeper understanding of content and to strengthen their English proficiency.

### **Implications for Practice**

By adopting these practices, the ESL teacher will address WIDA language standards daily. The formative assessments provided a chance to monitor the student participants' progress in their individual development of the different language domains. Chappuis (2015) determined that formative assessments can be "formal or informal processes teachers and students use to gather evidence for the purpose of informing next steps in learning" (p.3). These formative assessments will identify the student participants' area of weaknesses so they can be explicitly taught skills they are struggling with. It was surprisingly informative to see that student participants were grasping new content being taught and integrating it within their writing samples. It was more apparent from the writing samples that the student participants needed more support in mechanics to improve their writing. These weekly practices will establish a routine within the classroom which will comfort student participants, especially those with very limited English. This established routine will provide a chance for student participants who are shy to step out of their comfort zone because they know the expectations because they are implemented on a weekly basis. Giving assessments on a weekly basis allows the teacher and student the opportunity to identify which skills need more practice (Ferlazzo & Hull Sypnieski, 2012). Another helpful way to support ELLs is to make sure there are opportunities for these student participants to work with partners or other small group

settings, so they can become more comfortable when learning new content and acquiring a second language.

By providing the student participants a chance to complete formative assessments that measured their progress in language domains helped them to see what specific skills they need to improve. Once the student participant works on reaching their goal of improvement in each language domain this then can transfer into their regular education classroom setting. A stronger understanding helps them to be able to access grade level content easier. By the end of the study the student participants were easily able to identify independently their areas of improvement. This in return I believe helped them to gain a strong understanding of their needs, independence, and confidence.

These practices will help administration that have little background knowledge about ELLs to understand what is appropriate for these student participants to learn and at what rate. Administrators will be able to gain a deeper understanding of the student participants' English proficiency so this awareness could be applied in data meetings. Many times, school-wide data and common summative assessments do not factor in language proficiency levels. Montalvo-Balbed (2012) linked formative assessments as a tool to impact ELLs, "it becomes vital that teachers provide feedback and check on student progress towards these standards, and that these formative measures align with summative assessments" In return by administrators having more knowledge about ELLs growth in these language domains can shift the conversation of data concerns. It can be determined that the student participant is acquiring a second language versus it becoming a special education concern. Boudett, City, and Murnane (2014) stated, "without an

investigation of the data, schools risk misdiagnosing the problem” and “each problem requires a different solution; digging into the data helps ensure a more accurate diagnosis of the problem (p.90). ELLs are commonly identified as a student with special needs but, they just have not had the appropriate amount of time to acquire the second language and apply that to the classroom content. Instead of these students being held to high expectations they are in “classrooms that focus only on survival skills” often these student participants are misplaced into “special education classes even though they may not have learning disabilities” (McIntyre et al., 2009, p. 80-81). It is important that classroom teachers collaborate with the ESL teachers to ensure that all ELLs are being held to high standards even if the student participant is a newcomer. Together educators can work together to determine the best way to serve ELLs so they can all can access grade level content. On a broader level across a district it would help those transient ELLs. It would provide an opportunity for ESL teachers to discuss what common formative assessments could be created to monitor the growth of our student participants and the effectiveness of our teaching.

### **Implications for Policy**

ESL teachers and now classroom teachers are required to teach WIDA language standards. ESL teachers must collaborate with classroom teachers to discuss language goals that are established on all ELLs individual learning plan that are required and updated on a yearly basis, if not more frequently. It is state policy that student participants who have been identified as ELLs must receive an hour or 45 minutes of service daily depending on their WIDA screener or WIDA ACCESS scores from the prior

school year. Each year ELLs are required to complete the WIDA ACCESS to measure their growth in each language domain. By having the student participants complete weekly speaking prompts and listen to their speaking prompts for reflection provides them numerous opportunities to prepare for their state summative assessments WIDA ACCESS. Monitoring the student participants' oral reading fluency, comprehension, and writing proficiency will help them to be more successful on their summative assessment.

District leaders, school leaders, and teachers should be aware that student participants in this research study scored lower when they started new units. The student participants did not have prior background knowledge to make connections to new content that their peers were taught in a previous grade level. Garcia (2011) stated, "besides the content (math, history, science, and so on), they are learning the English language, which inhibits their ability at times to learn the content" (p.98). It is important for educators to be aware of their student participant's English proficiency in areas of listening and speaking so that all student participants have fair opportunities to demonstrate their knowledge on assessments without their English proficiency limiting them. Everyone needs to do their part to support ELLs as Garcia (2011) stated, closing achievement gap for English learners goes beyond the EL specialist. Teachers in all classrooms should consider themselves teachers of English, and all teachers are expected to attend to the language needs of English learners" (p.98). It is important as well to make sure knowledge-rich curriculum is being selected by policymakers versus content-neutral curriculum. As educators it is our duty to make sure all students have equal educational opportunities there are three dimensions to this duty: "(1) safety, (2) equal access, and (3) equal benefit" (Garcia, 2011, p.98).

It is important that administrators within school districts have opportunities to build background knowledge for faculty members on identifying specific needs of ELLs. It is important that these student participants have the adequate time to adjust to foster their development of acquiring a second language and learning grade level content. It is important that these student participants do not get misidentified as having special needs. Overall these practices will help ESL teachers follow policy and implement quality teaching practices for ELLs.

### **Implications for Research**

This research study implemented goal setting, formative assessments, and provided student participants with feedback in various forms to help them attain a stronger English fluency. By implementing formative assessments within the classroom on a weekly basis helped the student participants to know the schedule, expectations, and provide them with ample opportunities for feedback. The ESL classroom basics are identified by Ferlazzo and Hull Sypnieski (2012) living by the three “Rs” which are building relationship, providing students with resources within the ESL classroom, and establishing routines (p. 13-32). The formative assessment data help to inform educators on how to best serve the needs of each student participant. Singleton (2015) stated, “the most troublesome achievement gap is the racial gap-the difference in student achievement between White and Asian students and their Black, Brown, Native American, Southeast Asian, and Pacific Islander counterparts” (p. 39). By having more data than just their WIDA ACCESS summative assessment can provide evidence of growth in specific language domains even when they are not making academic gains in



content areas. Singleton (2015) mentioned when addressing the racial gap “we have witnessed that when educators make dramatic progress toward narrowing the gaps among students of different races, they also succeed at closing all related gaps, for example, gaps among students of different economic groups and with different native languages” (p. 43). Tendencies that happen with ELLs are they are not held to high standards like others because they are acquiring a second language. By implementing goal setting and formative assessments geared towards the language domains will hold these student participants to high standards even if they have not mastered the grade level academic content yet.

### **Limitations**

As with any research study, the findings of these case studies should be interpreted considering their context and in consideration of limitations in its design and purpose. A limitation to this study is that the researcher is an ESL teacher. The researcher will strive to have a neutral perspective when collecting and analyzing data. The researcher is constantly searching for ways to grow student participants with evidence of data. The concerns for ELLs could be subjective due to the researcher’s profession. A limitation to this study is that the data was collected, reviewed, and coded by one researcher.

This study would be a purposeful sample to help generalize the results to help ELLs gain greater academic success (Wiersma, 2008). There were many limitations to this study since it was such a small sample size. Demographics of student participants were chosen from one elementary school in Tennessee. These findings in this study are

likely relevant for those in similar context. Likewise, this study only viewed the progress of fourth and fifth graders. The small sample size only represented two languages that were spoken by student participants in my current school placement. Another limitation is that the data collection will be from two grade levels. Sample size of student participants may be too small or not broad enough to identify specific strategies that are beneficial.

The duration of data collected may not be long enough to identify significant growth. Another limitation to this study is that my fifth-grade student participants I worked an hour with them daily. My fourth-grade student participants only worked with me for ESL 30 minutes a day. A six-week data collection may not be long enough to identify significant growth. When collecting data for the student participants' I did not include any formative assessments from their classroom teachers that may have addressed language domains, reading and writing.

### **Future Directions for Research**

With future research this study could be implemented with student participants in all grade levels and in a more urban setting. It would provide an opportunity to identify the success of goal setting and formative assessments that are geared towards language domains for ELLs in a broader perspective. Hattie (2009) said, "goals have a self-energizing effect if they are appropriately challenging for the student, as they can motivate students to exert effort in line with the difficulty or demands of the goal" (p.164). Goal setting and formative assessments would be customized to their grade level. An effective formative assessment is providing the opportunity for ELLs to set their own goals, to evaluate their progress (Ferland & Hull Synieski, 2012). Speaking

and listening formative assessments would need to be presented differently. It would be best to introduce topics that are not always content based. I would want to introduce topics that most of the student participants are more familiar with, so they all have equal opportunities to model their best speaking fluency and demonstrate growth in their fluency. I would make sure to have written record of the student participants' goals for each language domain versus just having discussions and not always having written goal for each language domain. Muijs and Reynolds (2011) identified feedback elements that can help to improve performance are: providing written feedback, the timing of feedback, giving scaffolded responses, helping students develop self-assessment skills, identifying clear expectations, making sure students understand their target, and understand ways to close achievement gaps. It was easiest to set, track, and monitor weekly oral reading fluency goals. For the other language domains, I would want to determine a system to identify clear expectations to help the student participants set and monitor their language goals. This will help the student participants understand their progress, establish purpose driven routines to help them attain English proficiency.

Reading reflection questions were completed on a weekly basis. I think it was important for the student participants to complete these reflections, but my concerns were that over time if it would become a less meaningful routine. I do feel for the most part the student participants provided honest feedback on their reading reflections. I do fear though at times the practice may have been redundant so this could have impacted the validity of their reflection. In the future I think it would be best to provide a different set of questions each week.

Ferlazzo and Hull Sypniewski (2012) identified, ESL best practices as modeling, be conscious of rate of speech and wait time, the use of nonlinguistic cues, providing instructions, checking for understanding, and encouraging development of student's first language (p. 10-12). For data collection of speaking fluency, I would make sure to allow the student participants to write out their ideas before they speak to provide them time and an opportunity to demonstrate their best thinking and/or understanding. I think the post conference sessions after formative assessments that have been administered should be recorded to help gather more meaningful data on how to support the student participants in the future. When reviewing the student participants' writing samples and providing feedback awareness was heightened to basic writing practices that they were weak in such as mechanics. As the researcher I would make sure to place a heavier emphasis on modeling writing for the student participants.

I think it would be best to collect summative assessment data from the WIDA ACCESS at the beginning of the school year and then implement these weekly formative assessments for an entire school year. Summative Assessment is defined by Chappuis (2015) as an "assessment that provide evidence of student achievement for the purpose of making a judgement about student competence or program effectiveness" (p.4). Then the student participants will be able to complete their summative assessment, WIDA ACCESS again in the spring and the researcher would be able to compare their scores from the prior year. WIDA ACCESS monitors student participants' growth in their English proficiency, it "assesses the four language domains of Listening, Speaking, Reading, and Writing" (WIDA, 2018). Then the qualitative and quantitative data samples can be compared. The data collected from formative assessments should provide an

insight on how the student participants will most likely perform on their summative assessment. Once the WIDA ACCESS scores have been received they need to be discussed with the student participants to help them understand their own data, their growth, and what areas of improvement they may need to continue to work in. After this study has been implemented with more grade levels over a longer span of time, I think it would be good information to share with other ESL teacher. I would like to lead a professional development series for the ESL teachers within my district to provide them with literature over goal settings and formative assessments. The professional development would be an opportunity to share formative assessments that target specific language domains that help to improve the student participants' English proficiency. I would like to share ESL portfolios that address the language domains. Portfolios provide an opportunity for students to "demonstrate their growth in reading, writing, and thinking" through student selected work samples that model their understanding (Ferland & Hull Synnieski, 2012, p. 285). Farrell stated, "portfolios require students to gather in one place different representations or collections of representative work they have completed over a period of time" examples of this can be writing samples of drafts and final drafts (p.130). Then provide an opportunity for other ESL teachers to share effective teaching strategies and formative assessments that have helped them to identify growth. It would be critical to model and develop a lesson plans that provides an opportunity to address all language domains on a weekly basis within their daily hour time frame. By providing a professional development series it would allow other ESL teachers to see that these strategies are effective and able to be implemented within an hour.

### Summary

This qualitative collective case study identified the student participants' growth in language domains: listening, speaking, reading, and writing to increase their English fluency. This study addressed the impact of goal setting to target growth in student participants' English proficiency. Student participants participated in a six-week study where data was collected that consisted of weekly formative assessments that monitor growth in their English fluency. The weekly formative assessments were practices that has been established within the ESL classroom. This study identified meaningful data and helped student participants improve their English proficiency. The data reflected that the student participants had a positive impact on their learning and growth in their English fluency. The student participants gained a deeper understanding of their process in their language proficiency.

The importance of this study is to provide evidence for other teachers that these strategies of goal setting and implementing formative assessments that target language domains are critical components to help the student participants have growth in their English proficiency. If student participants are showing growth in their English proficiency, then the hope is that will ripple into other academic areas. One of the most challenging parts of teaching ESL is there are no defined ways of what teaching practices we should and should not do. There is not cohesiveness among districts within the state or even within one school district. Some ESL teachers teach heavily on vocabulary while others have a heavy emphasis on phonic or no emphasis at all on phonics. Many ESL teachers support the classroom teacher by pre teaching or reteaching social studies and

science content. ESL teachers struggle to fit everything within their short timeframe. Since ESL teachers do not have a curriculum, they are constantly selecting materials and content they feel is best to teach within the parameters of their district's scope and sequence that addresses content standards. The ESL teacher then must determine a way to integrate the language standards to the content standards. Each child is unique in their progress of acquiring a second language. While some maybe further along in a particular language domain it is still important to continue to monitor their growth as academic content continues to become more challenging. By implementing goal setting, common formative assessments among ESL teachers that target each language domain and keeping record of their data in a portfolio would help to streamline the way we teach. Overall it would help to strengthen the quality of instruction and help student participants advance in the English proficiency in a quicker and more effective way.

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## Appendix

### Initial Student-Teacher Conference

**Student Participant:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Questions:**

1. Do you understand why you receive ESL support?
2. What do you know about the WIDA ACCESS assessment?
3. Please explain how you have used WIDA data to check for understanding, to target areas of growth for improving English proficiency?
4. In your opinion do you think you need ESL support, please explain why or why not? Provide evidence that supports your opinion that demonstrate your English language proficiency.

**Initial Student-Teacher Conference****Student Participant:** Student 1**Date:** 1/6/20**Grade:** 5<sup>th</sup>**Questions:**

1. Do you understand why you receive ESL support? Yes, because I don't know a lot of English.
2. What do you know about the WIDA ACCESS assessment? I don't remember nothing.
3. Please explain how you have used WIDA data to check for understanding, to target areas of growth for improving English proficiency? Speaking more, reading, and writing.
4. In your opinion do you think you need ESL support, please explain why or why not? Provide evidence that supports your opinion that demonstrate your English language proficiency. Yes, because I don't know a lot of stuff. I just came here new 3 years ago.

**Initial Student-Teacher Conference****Student Participant:** Student 2**Date:** 1/6/20**Grade:** 5<sup>th</sup>**Questions:**

5. Do you understand why you receive ESL support? Yes, because I need more work on learning stuff.
6. What do you know about the WIDA ACCESS assessment? It's a test. The teacher sees how I did in the year. See if I did good, got better, or if I went down.
7. Please explain how you have used WIDA ACCESS data to check for understanding, to target areas of growth for improving English proficiency? Good, but almost there.
8. In your opinion do you think you need ESL support, please explain why or why not? Provide evidence that supports your opinion that demonstrate your English language proficiency. Yes, I was born in Jordan and I speak Arabic more than English.

**Initial Student-Teacher Conference****Student Participant: Student 4**

**Date:** 1/6/20

**Grade:** 5<sup>th</sup> Grade

**Questions:**

1. Do you understand why you receive ESL support? Because when I came I didn't know everything. I was just speaking Spanish and I needed someone to help me to speak more English. So, they put me here to learn more English.
2. What do you know about the WIDA ACCESS assessment? I don't remember.
3. Please explain how you have used WIDA data to check for understanding, to target areas of growth for improving English proficiency? The things I need to work on is speaking or on writing.
4. In your opinion do you think you need ESL support, please explain why or why not? Provide evidence that supports your opinion that demonstrate your English language proficiency. Yes, because I don't know how to read that much in English and there aren't that many people that speak Spanish.

**Initial Student-Teacher Conference****Student Participant: Student 3****Date:** 1/6/20**Grade:** 5<sup>th</sup>**Questions:**

1. Do you understand why you receive ESL support? To learn more English, to understand English, speak English, and understand what they are saying.
2. What do you know about the WIDA ACCESS assessment? I do not know anything about it.
3. Please explain how you have used WIDA ACCESS data to check for understanding, to target areas of growth for improving English proficiency? I have not look at my scores.
4. In your opinion do you think you need ESL support, please explain why or why not? Provide evidence that supports your opinion that demonstrate your English language proficiency. Yes, because I want to learn more English, understand more English, and understand what the people are saying.



**Initial Student-Teacher Conference****Student Participant:** Student 5**Date:** 1/6/20**Grade:** 4<sup>th</sup>**Questions:**

9. Do you understand why you receive ESL support?

A little, because I get it because I know a different language and you guys can help me with English.

10. What do you know about the WIDA ACCESS assessment? I only know it will help determine if you stay or get out of ESL.

11. Please explain how you have used WIDA data to check for understanding, to target areas of growth for improving English proficiency? It helped me to think positive of myself and help me to grow for next time.

12. In your opinion do you think you need ESL support, please explain why or why not? Provide evidence that supports your opinion that demonstrate your English language proficiency. Not really. I know good English.

**Initial Student-Teacher Conference****Student Participant:** Student 6**Date:** 1/6/20**Grade:** 4<sup>th</sup>**Questions:**

1. Do you understand why you receive ESL support?

Yes, because I need help with reading and writing.

2. What do you know about the WIDA ACCESS assessment?

It's the test with listening, speaking, reading, and writing.

3. Please explain how you have used WIDA data to check for understanding, to target areas of growth for improving English proficiency? No do not know or understand my scores.




4. In your opinion do you think you need ESL support, please explain why or why not? Provide evidence that supports your opinion that demonstrate your English language proficiency. I need help in some of the language domains. Help with adding details to my speaking. Improve my reading. Feels strong about my writing.

## Reading Words Per Minute Graph

Name: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Words Per Minute:	Goal:	Date:

Reflection Questions Rate Yourself -----> Check Which One Applies	1= 	2= 	3= 
Did you give your best effort when reading?			
How do you feel about your reading progress?			
Did you understand the content you were reading?			
Were you able to stay focused?			

What help do you need from the researcher to become a more proficient reader?

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### **Speaking Transcriptions**

#### **5<sup>th</sup> Grade**

##### **Topic 1: Explain your understanding of immigration.**

**Student 1:** “Some people is to come to a new country they don’t know nothing, and they don’t know like English. Some people have to stay behind because like they don’t have enough money for people to stay like a lot people to stay and they can’t pack like all of their stuff can’t pack all their stuff and come here so they have to leave some stuff there and like some people they came here new and they don’t know more like a lot of English and stuff so that’s how I know about immigration. **Speaking fluency count: 94**

**Student 2:** “Immigration is people who move to another country and how they move, like how do they move and what do they move like trains, cars, or airplanes. And how like and people who move to another country.” **Speaking fluency count:37**

**Student 3:** “Immigrants are the people who move from another country to a new country to look for a new life and a new job. And they come to the new country by a car, or a bus, or planes and some members of a family stay behind.” **Speaking fluency count:46**

**Student 4:** “I do understand what immigration is because I was one of them, so I didn’t pass everything that I did but I was like one of them because I was not born in the U.S. **Speaking fluency count:35**

#### **4<sup>th</sup> Grade**

##### **Topic 1: What do you know about informational writing?**

**Student 5:** “Well I think informational writing means it’s like um when um when whenever you write you have to give details because if the reader doesn’t understand what you are reading it’s because you didn’t put details because if you put details you be like oh yeah you’re talking that they’re going to know what you’re talking about. **Speaking fluency count:57**

**Student 6:** “I think I know about it is um when you put some commas and then like some periods when you write.” **Speaking fluency count:21**

#### **5<sup>th</sup> Grade**

##### **Topic 2: What do you know about space?**

**Student 1:** “Well I don’t know nothing about space.” **Speaking fluency count:7**

Student 2: “I know about earth that; I mean space that we on earth that the earth keeps circling, but we feel it because we are on earth every time because we circle around the sun, we don’t feel it every time.” **Speaking fluency count:40**

Student 3: “I know that the space is a wide place that there’s a lot of things like planets, stars, galaxies, and the solar system where our planet exist and our planet is the earth and the sun is a place and it moves too.” **Speaking fluency count:43**

Student 4: “I know that the sun is not the biggest star in the whole space it might be another stars that are more bigger than the uh sun and you can go to the moon.”

**Speaking fluency count:34**

#### **4<sup>th</sup> Grade**

**Topic 2: Provide an example of a topic you could select for informational writing.**

Student 5: “One of them, when I got two dogs. One of them is uh why we need phones and the second one is food webs. I have those two because we landforms talked about it and then we thought it was confusing. Food webs we also learned about and we also learned about informational writing.” **Speaking fluency count:54**

Student 6: “I would say George Washington, food chains, and Secewuah.” **Speaking fluency count:9**

#### **5<sup>th</sup> Grade**

**Topic 3: What information have you learned about space?**

Student 1: “I learned that the sun is the biggest star and that the eight planets go around the sun.” **Speaking fluency count:18**

Student 2: “I learned about space and that the universe is the biggest thing and galaxy is the middle and the solar system is the smallest.” **Speaking fluency count:24**

Student 3: “I learned in space they have the satellites, and the moon, have a solar system, and a sun and the universe and all these things that exist in space. And I learned that the moon it moves in a circle around the Earth and the Earth moves in a circle around the sun.” **Speaking fluency count: 53**

Student 4: “I learned that there maybe other planets like in the universe. See it’s so big and there might be aliens. The author liked planets that like there’s a lot in the universe it is so big the galaxy is a little bit smaller and the solar system is so small.” **Speaking fluency count:50**

#### **4<sup>th</sup> Grade**

**Topic 3: Provide an example of informational writing.**

Student 5: “Well I think informational writing depends on you have to have a lot of details. So, the reader knows what you’re talking about and also you have to like make it have sense if it doesn’t have sense the reader is not going to understand what you’re talking about so that’s what I think it is. **Speaking fluency count:56**

Student 6: “What I think informational writing is about is you have to add more details when you start writing with your, when you start with your sentence you have to have capital letter.” **Speaking fluency count:32**

### **5<sup>th</sup> Grade**

#### **Topic 4: What is something new you have learned about space?**

Student 1: I learned there is a rock that is in the sky and that the scientist was scared that the rock would come and hit the Earth. So that’s what I learned new about space.” **Speaking fluency count:34**

Student 2: “I learned about space that asteroids is a rock and asteroids is made of ice that almost destroyed the whole country like yeah a whole country kind of country and that was last year January 1, 2019 happened in space and it almost went down to the country but scientist keep watching the rock and for several weeks and then they figured out that the rock cannot hit the space, the Earth.” **Speaking fluency count:72**

Student 3: “I learned that there is no gravity on the moon and Mars and the Earth has gravity. And the gravity is the force of pulling things into the ground. And there is a big difference between comets and asteroids. The comets are made of ice and if it comes close to the sun it will melt. I learned that the asteroids are chunks of rocks in space. And I learned that the scientist discovered a big rock they called the NT7 and they feared that would plow into the Earth and destroy a whole continent because it was very big, and it has the ability to destroy a whole continent.” **Speaking fluency count:110**

Student 4: “What I learned about space is that there like comet, but it is not a comet. Asteroids there’s like a new thing scientist learned about asteroids it’s like a comet, like a rock. And they thought the comet would come to Earth and I don’t know what year but this is the work that comets here and if like one of them comes in here closer they like warn everybody so we can get out but an asteroid can destroy a whole continent.” **Speaking fluency count:83**

### **4<sup>th</sup> Grade**

#### **Topic 4: What is an example of an opinion?**

Student 5: “Well I think that an opinion writing is that whenever a person writes a story you’ll think of your opinion if you like it or not that’s what I think opinion writing means.” **Speaking fluency count:33**

Student 6: “What I think opinion writing means is you think of your own writing because it’s your own opinion.” **Speaking fluency count:18**

### **5<sup>th</sup> Grade**

#### **Topic 5: What information have you learned about space?**

**Student 1:** “I learned about Sally Raves (Ride) and that she was the first woman to go to space and that she had an amazing teacher and that she loved science and she liked to work with project and stuff that what I learned about this week, last week.” **Speaking fluency count:46**

**Student 2:** “I learned about space that the space and in space they don’t have gravity but here we do have gravity. And I learned about space that the universe is the biggest, bigger than the galaxy and then the solar system. Then I learned about stars that are a ball of burning gas in it that planets that don’t give off light and sun any star in space planet is a star that does not give off light. That’s all.” **Speaking fluency count:79**

**Student 3:** “I learned that there are a lot of things in space like the moon, and the galaxies, and the sun, and the stars, our galaxy and the Milky Way. And the galaxy is a large group of stars and planets the sun is any stars that is in the center of the system of planets. And the star is a ball of burning gas in space that gives off light and the planets are large bodies that move and orbit around the sun and our planet is the Earth it orbits around the sun and the moon orbits around the Earth in a circle. And I learned that the moon has no gravity, but the Earth have gravity and that gravity is the force of pulling things and I learned that there is a woman called Sally Ride and she was the first woman to travel into the space. She loved science and when she was in third grade and her teacher supported her to be a great astronaut. **Speaking fluency count:169**

**Student 4:** “I learned that the Sal Walker (Sally Ride) I think she was in space; she was but I don’t know her name. She was the first woman to be in space. And I learned that when you’re in space you can’t do muscles because muscular you can’t be muscular because you’re in space and the gravity and we try to do muscular you can’t do it because your body like can’t work. That’s all.” **Speaking fluency count:72**

### **4<sup>th</sup> Grade**

#### **Topic 5: What are some ways you can express your opinion?**

**Student 5:** “Some ways you can express your opinion is like whenever someone ask you if, do you like this color or this color? If you this color, then that’s your opinion. And if they say do you like my story? And you read and say yes, I do that’s also your opinion. So those are two ways you can express your opinion.” **Speaking fluency count:61**

Student 6: "What I think opinion writing is, is that it's your own opinion you can write about what you want, and you can add more details about what you want to write."  
Speaking fluency count:31

### **5<sup>th</sup> Grade**

#### **Topic 6: What is informational writing? Can you provide any examples of this?**

Student 1: "I don't know what informational writing is, but I think it is something that when you read or write you put a period at the end or like good writing. I don't really know because I think it's a new topic." **Speaking fluency count: 41**

Student 2: "I think informational writing is what you just read about and write what information you just read about." **Speaking fluency count: 18**

Student 3: "I think informational writing means a writing that has information about something in it like the phases of the moon. I think it's the definition because the root word of informational is information." **Speaking fluency count: 33**

Student 4: "I don't know." **Speaking fluency count: 3**

### **4<sup>th</sup> Grade**

#### **Topic 6: "What do you know about narrative writing?"**

Student 5: "What I think narrative writing is its whenever you write a story and you write a story and at the beginning or at the end you can write like a problem that happens in the story and a solution that happens in the story like how you can fix it but like there's a problem and how you can fix it that's what I think narrative writing is."  
**Speaking fluency count: 68**

Student 6: "I don't know examples about narrative writing." **Speaking fluency count:7**



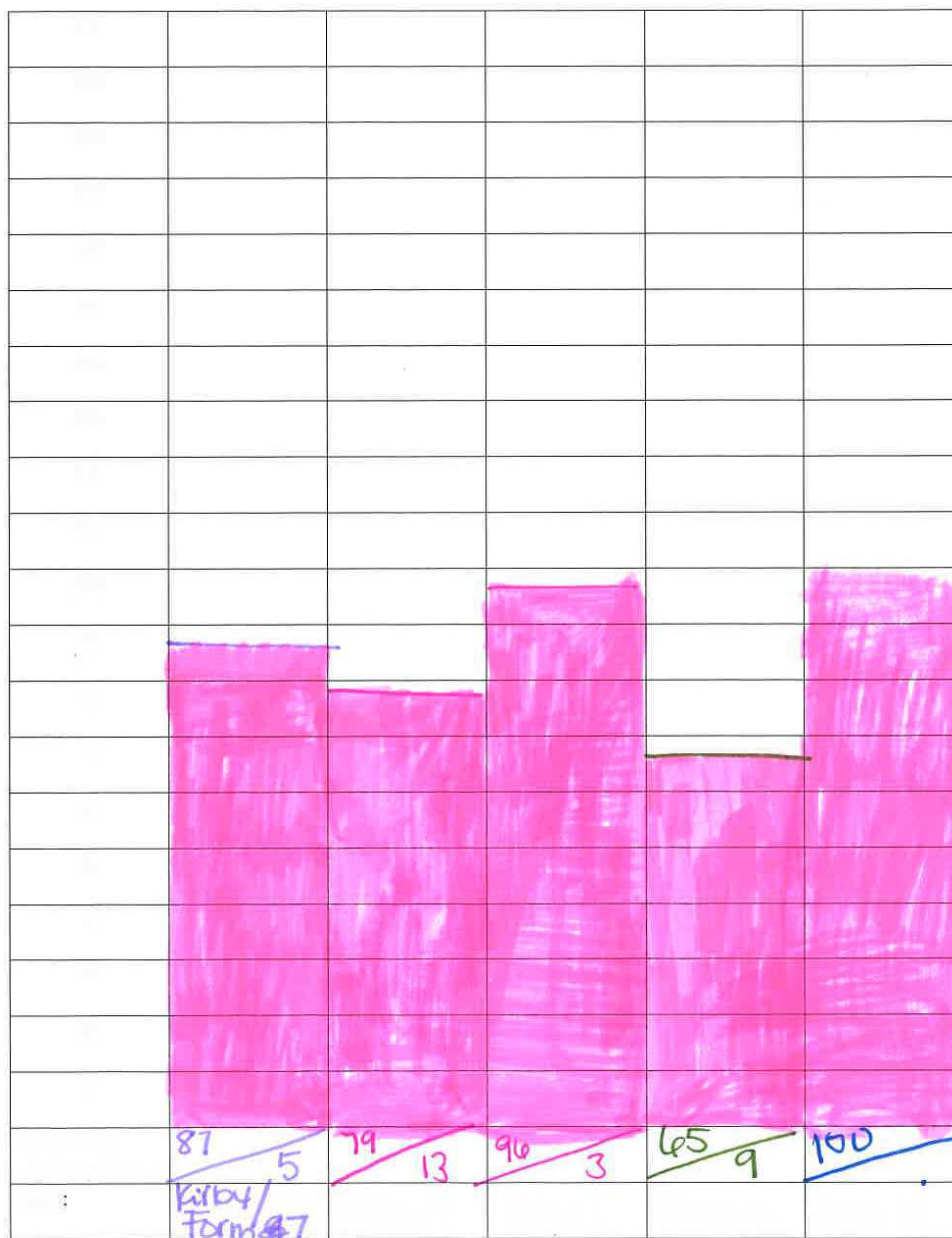
### **Student Work Samples**

Some work samples from student participants who participated in this research study have been selected. There are examples of reading graphs and writing samples. Some examples maybe difficult to see due to pencil marks being light. Some writing samples are typed examples of the student participant's final copy. All student work samples are being retained per IRB approval, for three years, should anyone be interested in requesting access to them.

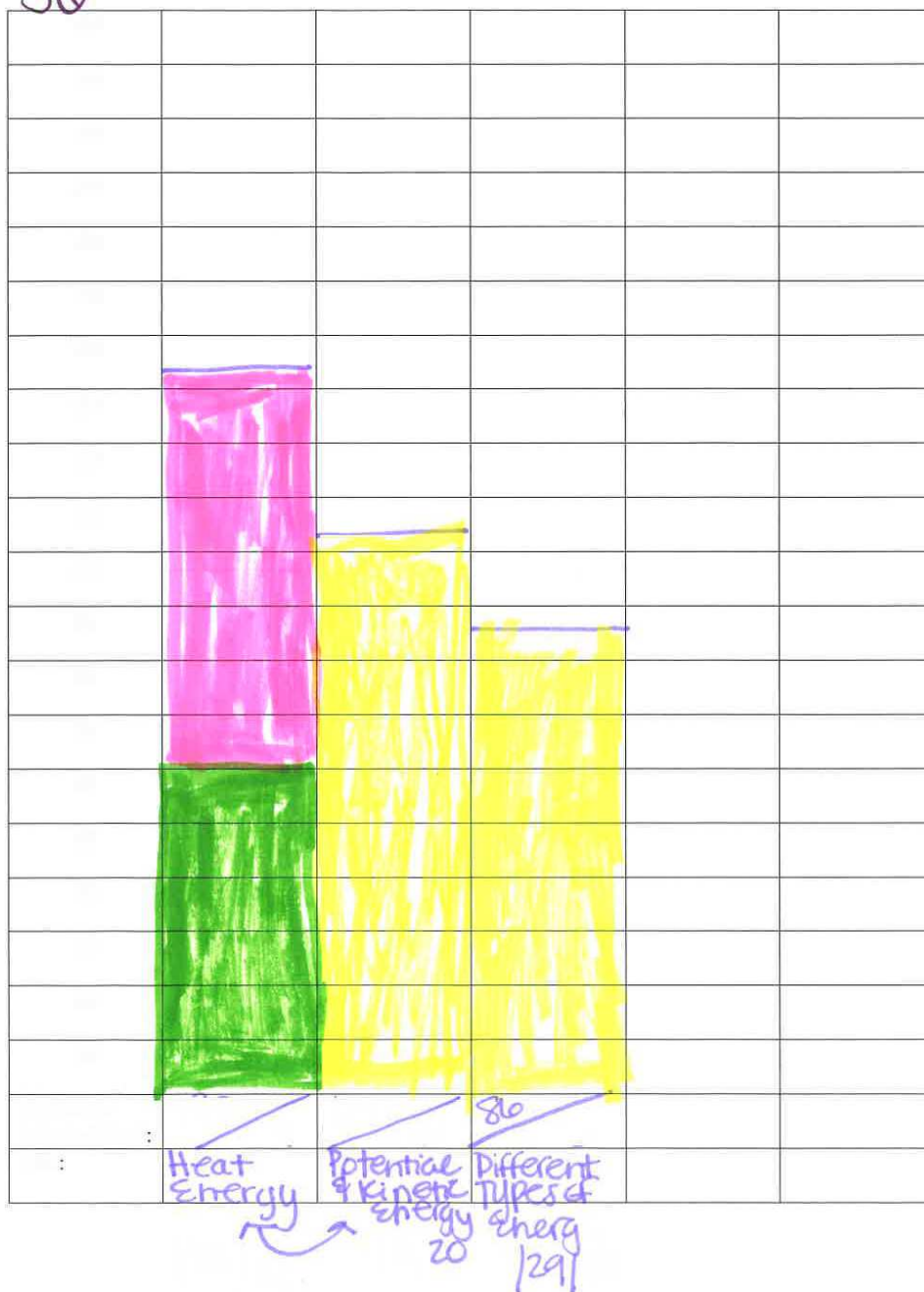
In the appendix you will notice that examples of reading passages that the student participants read on a weekly basis are not included due to copyright laws. If anyone would like to view these passages they may contact the researcher.

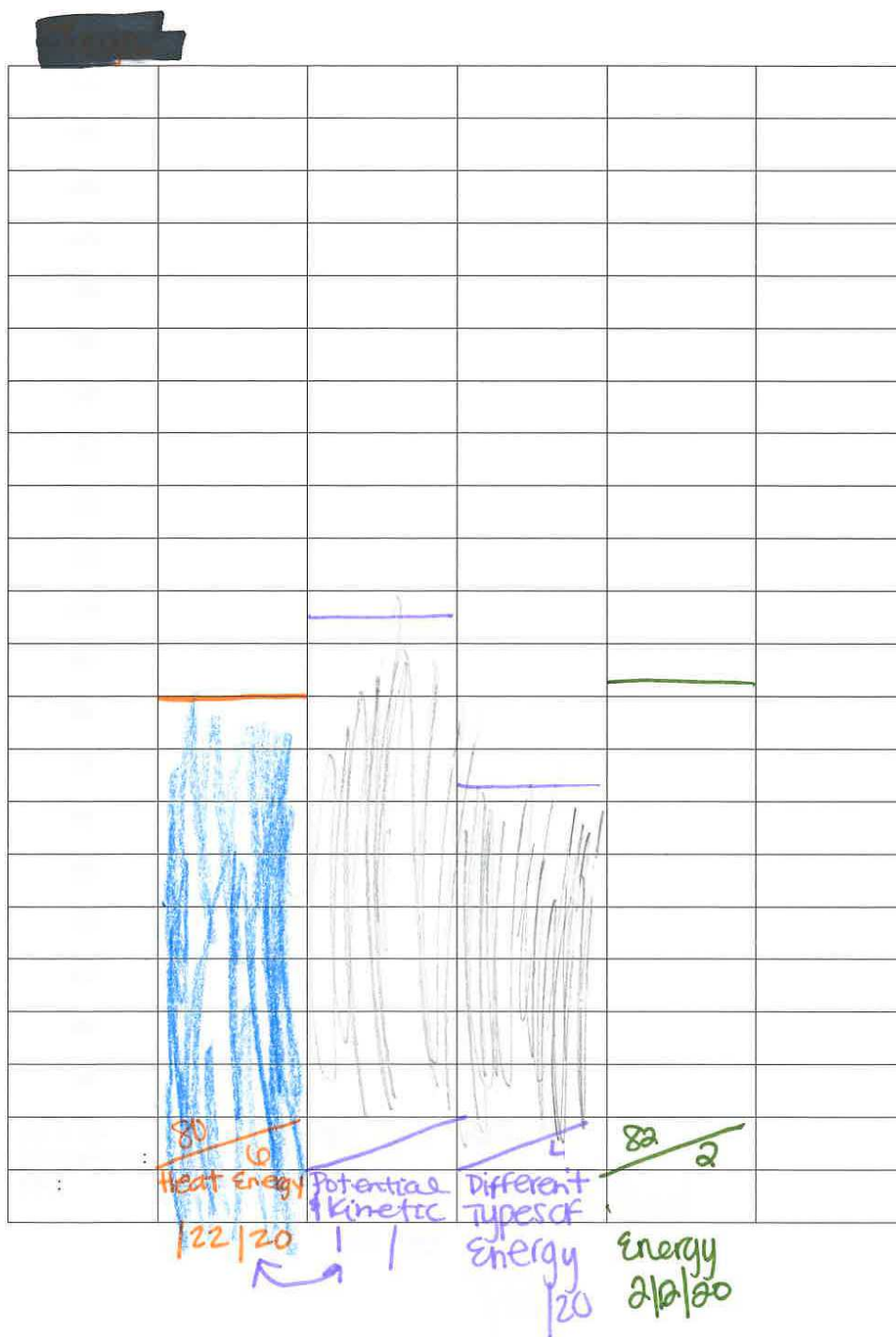
Phone: 615-410-6923

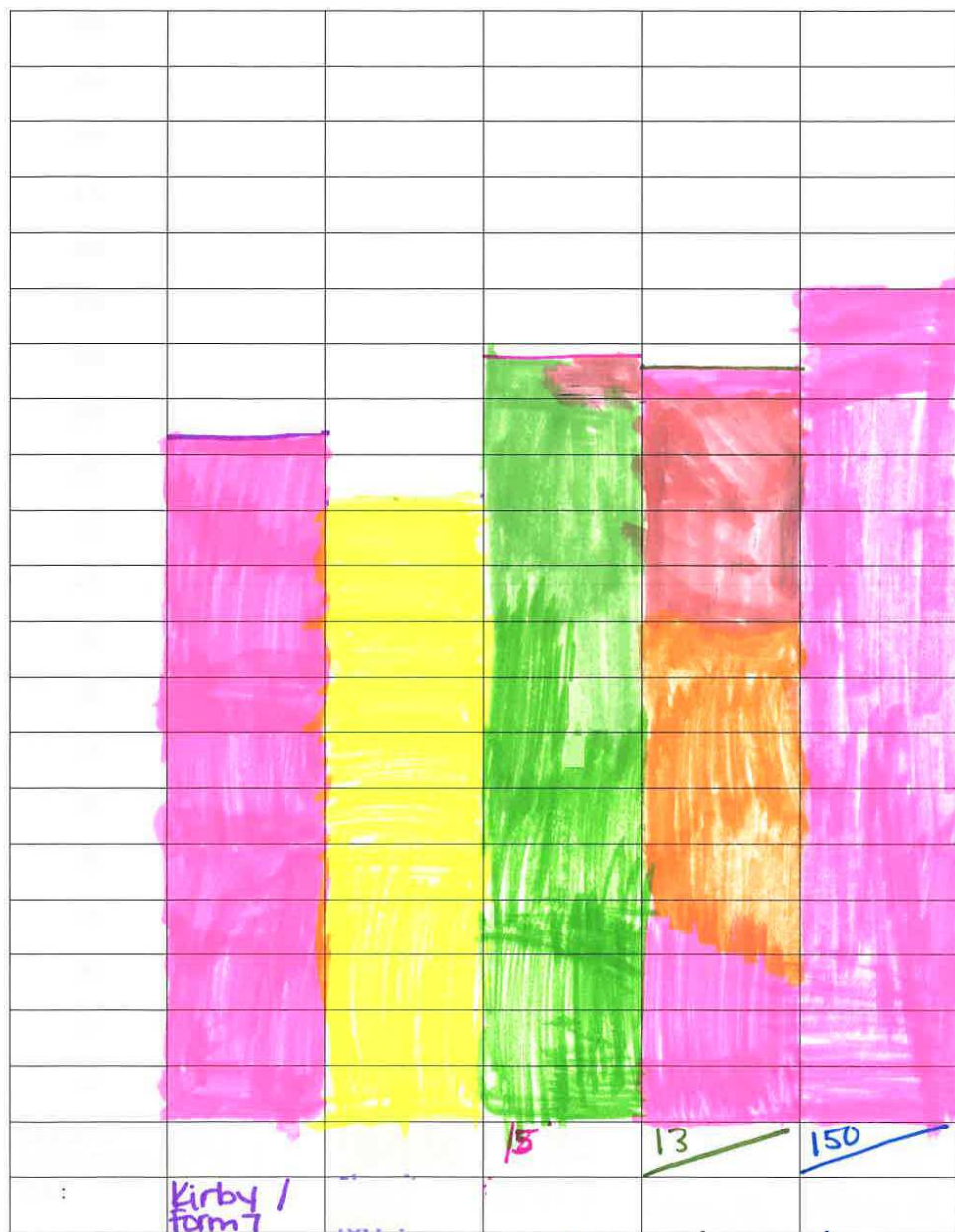
Email: bholloway0917@gmail.com



S6

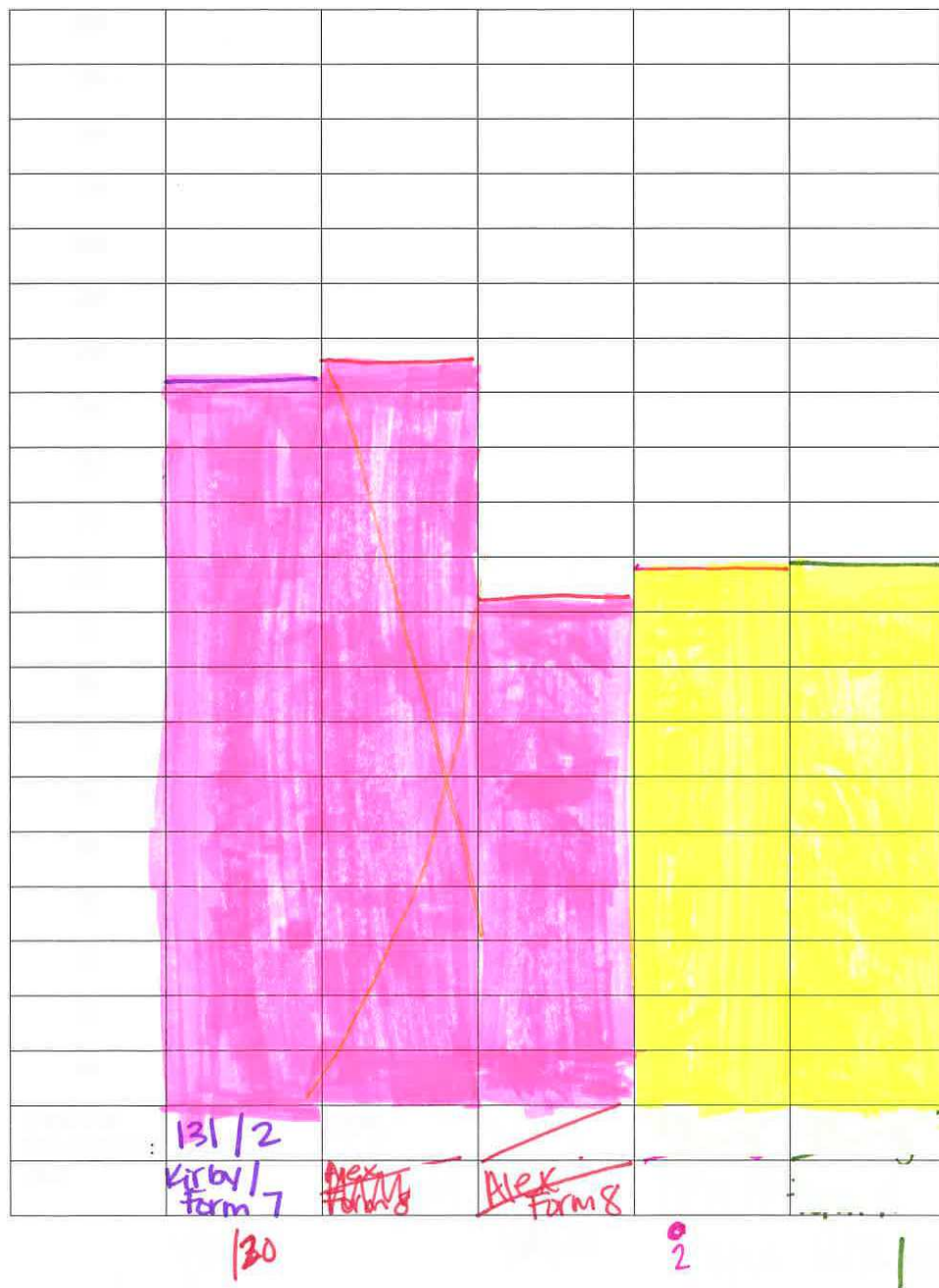






1

11





S3

The space is very wide. It contains a lot of planets, stars, and galaxies. It contains the solar system too, where our planet exists. The solar system contains the sun, and there are 8 planets moving in a fixed orbit around it. The Earth is the third planet from the sun. It has a lot of water and rock in it. The moon is moving around the Earth in a circle. Mercury is the nearest planet to the sun. Mars has the biggest mountain. Saturn has a lot of rings around it. Our galaxy is the Milky Way.

[REDACTED]

in my break, I was playing and go shopping with my mother, I was listening to music and watching the T.V. and play games. I was trying to learn more English with my mom too.



S4

you

I Learn that Earth is always spinning like a top. This spinning causes day and Night. it takes 24 hours, or One day, for Earth to spin around once. Earth also moves around the sun. It takes Earth  $365\frac{1}{4}$  days to make One trip around the sun. That's One year. if you drove to the moon at the speed of a car on the highway it could take 150 days.

S4

What I learn is that There more planets and  
moons like a lot and I wonder if  
There

Will in whenter brack I went with my Mom to Justo it is  
a place where you get new close and eng thing you  
want. I got new shoes and close. and also I went  
to mcdons with my Mom and dad and my Splengs.

and that's what I did in whenter brack

I learned about that the Earth is one of eight Planets  
That go around the sun. Earth is the third Planet from  
the sun. Planets closer to the sun are much hotter than  
and the sun is the biggest star in all other  
stars.

5

We live on Earth. earth is  
big a ro an water.  
earth moves in a circle around  
the sun. moon is also a ball  
of rock. it smaller than earth.  
the mo moves in circle around  
earth. star is a ball of burning gas  
in it. space th gives off light.  
how are plants and animals able  
to live on earth? they get just  
the right amount of heat and  
light from the sun.

Title: Weathering Landforms

Topic sentence: What you are going to learn about is weathering landforms.

Fact 1: weathering breaks down the rocks shape.

Fact 2: weathering is different than erosion but they both change Landforms or surface.

Fact: 3 weathering is what happens when a part of a rock is loosened.

Concluding sentence: moving a water can cause weathering and erosion.

The space is very wide. It contains a lot of planets, stars and galaxies. It contains the solar system too, where our planet exists. The solar system contains the sun, and there are eight planets moving in a fixed orbit around it. The Earth is the third planet from the sun. It has a lot of water and rock in it. The moon is moving in a circle around the Earth. Mercury is the nearest planet to the sun. Mars has the biggest mountain. Saturn has a lot of rings around it. Our galaxy is the Milky Way. The asteroids are chunks of rock in space, but comets are made of ice so, if they get closer to the sun they are going to melt. The scientists discovered an asteroid. They feared that it comes and plow into Earth. On February 15/2019. They named it NT7. It was really big so, it can destroy a whole continent. The scientists tried to protect us. There is no gravity on the other planets, and on the moon too, but the Earth has the gravity. The gravity is the force of pulling the things. When there is no gravity it might cause cancer. If you want to visit Mars you are going to pay \$500 billion to reach there and you might take a lot of years.

**Saturn craft and the Boiling sun**

You are going to read about Saturn craft and the boiling sun. Our sun never changes. But is really a boiling seething ball of gas that it always changing. Saturn has seven major rings. Space agency have used the spacecraft Saturn`s rings orbit the planet and it`s a bumpy ride. The sun looks as if it never changes. The sun have a dark spots that are cooler. You just learned about the Saturn craft and the boiling sun.



### The Biggest Star

You going to read about the sun.

The sun is a ball of gas. It is a really hot star in our solar system. It makes heat and light and the surface is about 7,000 degrees.

You just learned about the sun.

Title: California and Florida

I like California because it has better weathering.

I also like it better because that is my favorite place to visit.

Lastly I like it because there are a lot of YoTubers that I love.

Those are three reasons why I love California more than Florida.

**IRB****INSTITUTIONAL REVIEW BOARD**

Office of Research Compliance,  
010A Sam Ingram Building,  
2269 Middle Tennessee Blvd  
Murfreesboro, TN 37129

**IRBF010a****RESEARCH WITH MINORS – PARENTAL PERMISSION**

(Parental Consent form for Minors: **UNDER 12 years**)

**General Information**

1. Use this form for requesting parental consent for enrolling their child who is under 12 years old.
2. Use the child assent form provided in the IRB forms page (IRBF010b/c).
3. This template is suitable for studies that qualify for exemption and those which are reviewed by the expedited or full review mechanisms.
4. Alterations and waiver of this template are strongly discouraged.
5. Use the same text when requesting online consent from the parents. However, child assent must not be administered online.

**Instructions**

1. This form contains two sections:
  - A. Parental Permission section – signed by the researcher and given to the parent
  - B. The signature section has to be signed by the parent:
    - i. The parent can sign the copy at home for all educational research studies unless specified by the IRB. The researcher must be available to answer questions if requested by the parent.
    - ii. This section will be retained by the researcher
2. Barring the actual signatures, the text boxes in two sections must be properly completed before submitting for IRB approval.

**Related IRB Forms:**

Form ID	Description	IRB Comment
<b>Appendix B</b>	This form has to be completed to specifically describe the interventions when researching with minors	Mandatory when enrolling minors
<b>IRBF010a</b>	Parental consent for enrolling minors within the age 0 to 12 – Use either IRBF010b or IRBF010c as child assent	Must be obtained before administering child assent
<b>IRBF010b</b>	Child assent – for children less than 7 years	No signature is necessary
<b>IRBF010c</b>	Child Assent – for minors 7-12 years	Signature may be waived
<b>IRBF0101d</b>	Combined parental consent child assent forms for minors 12+ years	Mandatory signatures
<b>IRBF010e</b>	Parental Consent – for minors 12+ years	In most cases signature is required before enrolling the child
<b>IRBF010f</b>	Child Assent – for minors 12+ years	Children must sign or give oral consent

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Middle Tennessee State University

### A. PARENTAL PERMISSION (Parents' Copy)

Primary Investigator(s)	Brittany Holloway	Student <input checked="" type="checkbox"/>
Contact Information	615-410-6923 bholoway0917@gmail.com	
Department/Institution	Middle Tennessee State University	
Faculty Advisor	Kevin Krahenbuhl	Department Education
Study Title	Goal Setting and Assessment Portfolios for English Language Learners	
IRB ID	NOT APPROVED	Expiration NOT APPROVED

Child's Name (Age <12) (type or print) \_\_\_\_\_

The following information is provided to you because your child may qualify to participate in the above identified research study. Please read this disclosure document carefully and feel free to ask any questions before you agree to enroll your child. The researcher must adequately answer all of your questions before your child can be enrolled. The researcher **MUST NOT** enroll your child without an active consent from you. Also, a copy of this consent document, duly signed by the investigator, must be provided to you for future reference.

Your child's participation in this research study is absolutely voluntary. You or your child can withdraw from this study at any time. In the event new information becomes available that may affect the risks or benefits associated with this research or your willingness to participate in it, you will be notified so that you can make an informed decision whether or not to continue your participation in this study.

For additional information about giving consent or your rights as a participant in this study, please feel free to contact the MTSU Office of Compliance (Tel 615-494-8918 or send your emails to [irb\\_information@mtsu.edu](mailto:irb_information@mtsu.edu)). Please visit [www.mtsu.edu/irb](http://www.mtsu.edu/irb) for general information and visit <http://www.mtsu.edu/irb/FAQ/WorkinWithMinors.php> for information on MTSU's policies on research with children.

**Please read this section and sign Section C if you wish to enroll your child. The researcher will not enroll your child without your physical signature.**

#### 1. Purpose of the study:

Your child is being asked to participate in a research study because this study will monitor the student participants' academic growth in the four language domains outlined by WIDA: listening, speaking, reading, and writing. The purpose of this qualitative study is to determine the impacts of English Language Learners (ELLs) interpreting data and setting goals will have on their English proficiency. This purpose of this study is to have a positive impact on your child's academic growth.

#### 2. General description of procedures to be followed and approximate duration of the study:

The MTSU's classification of this study is

- ☒ **Educational Tests** – Study involves either standard or novel education practices which consists educational testing and such studies expose the minors to lower than minimal risk.
- ☐ **Psychological and/or Behavioral Evaluation** – Although the study may or may not involve educational tests, the specific aim is to probe the child's behavioral ability.
- ☐ **Physical Evaluation** – The children will be asked to perform or part-take in physical activities or procedures. Examples of such studies simple physical exercises, medical or clinical intervention, pharmaceutical testing and etc. Due to the nature of these studies, your child may be exposed to more than minimal risk.

This study duration will be approximately six weeks with a focus group of fourth and fifth grade ELLs that will consist of four to six student participants.

#### 3. What are we planning to do to your child in this study?

In this study the student participants will be taught how to set goals. All student participants will view their summative assessment, World-class Instructional Design and Assessment Assessing Comprehension and Communication in English State-to-State for English Language Learners (WIDA ACCESS) scores to determine areas to focus on for improvement. Students will set goals. Weekly formative assessments will be integrated into daily instruction in the English as Second Language (ESL) classroom. Formative assessments will target each language domain: listening, speaking, reading, and writing. Data for this study will be collected over six weeks.

Each Monday the student participants will participate in a speaking prompt that connects to the content of the week. On Tuesdays the students will listen to the speaking prompt from the previous day that was recorded on the iPad on the Flipgrid app. The students will self-score utilizing a modified WIDA speaking rubric. The researcher will provide specific feedback on areas of strength and areas to consider for improvement. On Wednesdays the student participants will read for fluency and comprehension. The first week of research the student participants will be provided with a text that is on their grade level. It will be timed for one minute to determine how many words were read on grade level. Then the students will be provided a second passage as needed that is appropriate for their current reading level. The student participants will read the passage timed for one minute. Then the student will read the entire passage untimed and answer a series of comprehension questions. Each Thursday the student participants will be provided with a content related writing prompt and a word box of vocabulary words that needs to be integrated into the student participant's writing sample. The researcher will review the writing sample and provide one on one feedback with the student participant. The student and researcher will score the writing sample with the modified WIDA writing rubric.

**4. What will your child be asked to do in this study?**

The child will be asked to try their best. They will be asked to set academic language goals with guidance from the researcher. They will complete weekly speaking prompts, listen to speaking prompts on a weekly basis, practice and track their reading fluency, and complete writing samples for a six week period.

**5. What are we planning to do with the data collected using your child?**

The researcher will identify any patterns among the student participants' data collected from speaking prompts, reading fluency, and writing samples. The researcher will identify what impact this study has on the student participants academic growth. The data collected could potentially have a direct impact on future instruction.

**6. What are your expected costs, effort and time commitment:**

There is no expected cost for this research study, students participants will be asked to put forth their best effort to help them grow academically. This study will last up to six week during their English as Second Language daily intervention that is 60 minutes of service that is provided on a daily basis during regular school hours.

**7. What are the potential discomforts, inconveniences, and/or possible risks that can be reasonably expected as a result of participation in this study:**

For the Child: There will be no risks in this research study. Students may experience discomforts when during formative assessments because this data will identify the student participants' English proficiency progress.

For you the Parent: There will be no risks in this research study.

**8. How will you or your child be compensated for enrolling in this study?**

There will be no compensation for this study.

**9. What are the anticipated benefits from this study?**

The benefits of this research study will impact the student participants understanding of WIDA ACCESS, their own scores from the WIDA ACCESS summative assessment, their English

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proficiency, their understanding of goal setting and content knowledge. Student participants will have the confidence and resources they need to set their own goals academically and/or personally. This research study could impact the teacher's instruction to help other ELLs to become proficient in English.

**10. Are there any alternatives to this study such that you or/and your child could receive the same benefits?**

There are no alternatives to this study.

**11. Will you or/and your child be compensated for study-related injuries?**

No compensation will be provided.

**12. Circumstances under which the Principal Investigator may withdraw your child from study participation:**

The parent would need to contact the investigator to let them know they would like their child withdrawn from the study with a brief explanation.

**13. What happens if you choose to withdraw from study participation?**

The research study for this student participant would stop and no data collected would be apart of this research study.

**14. Can you or/and your child stop the participation any time after initially agreeing to give consent/assent?**

The parents can provide consent that they would like their child to be withdrawn from this research study. The researcher would explain the importance of conducting research and collecting data over a series of weeks will help to identify areas of strenght and weaknesses for this student.

**15. Contact Information.** If you should have any questions about this research study or possibly injury, please feel free to contact Brittany Holloway by telephone 615-410-6923 or by email [bholloway0917@gmail.com](mailto:bholloway0917@gmail.com) OR my faculty advisor, Kevin Krahenbuhl a student], at [kevin.krahenbuhl@mtsu.edu](mailto:kevin.krahenbuhl@mtsu.edu) and 615-494-7838.

**16. Confidentiality.** All efforts, within reason, will be made to keep the personal information in your child's research record private but total privacy cannot be promised. Your information may be shared with MTSU or the government, such as the Middle Tennessee State University Institutional Review Board, Federal Government Office for Human Research Protections, if you or someone else is in danger or if we are required to do so by law.

Consent obtained by:

Date

Researcher's Signature

Researcher's Name and Title

Institutional Review Board

Office of Compliance

Middle Tennessee State University

**B. Signature Section  
(Researchers' Copy)**

Primary Investigator(s)	Brittany Holloway	Student <input checked="" type="checkbox"/>
Contact Information	615-410-6923 bholoway0917@gmail.com	
Department/Institution	Middle Tennessee State University	
Faculty Advisor	Kevin Krahenbuhl	Department Education
Study Title	Goal Setting and Assessment Portfolios for English Language Learners	
IRB ID	NOT APPROVED	Expiration NOT APPROVED

Child's Name (Age &lt;12) (type or print)

**PARENT SECTION**

- ☐ No ☒ Yes I have read this informed consent document pertaining to the above identified research  
☐ No ☒ Yes The research procedures to be conducted have been explained to me verbally  
☐ No ☒ Yes I understand each part of the interventions and all my questions have been answered  
☐ No ☒ Yes I am aware of the potential risks of the study

By signing below, I give permission for my child, whose name is identified above, to participate in this study. I understand I can withdraw my child from this study at any time without facing any consequences.

Date

Signature of the Parent

Parental Consent obtained by:

Date

PI's Signature

PI's Name &amp; Title

Faculty Verification if the PI is a student:

Date

Faculty Signature

Print Name &amp; Title

**DO NOT begin this Research before IRB approval**