Parent-Teacher Education English Unit- CLB level 5

Context:

Local parents suggest that they would like to improve their speaking and reading skills when dealing with school information and teacher suggestions/ concerns for their children. In this lesson they will be presented with the opportunity to role-play a parent teacher interview, read, and fill out an email, and other school documents over several weeks of ESL training. They will also learn and create their own e-mails to set up appointments or voice concerns they may have about their child.

It was noted that the students will meet in the morning or night classes to practice integrated skills for reaching out to the teacher, as well as responding. Students vary in age and backgrounds from ages 20-40. They want to become more active participants in their child's education development.

Students will be assigned a computer from writing, reading, and listening tasks. The goal of this class is to improve one on one interactions between the parent and teacher concerning the child. Students will cover the unit over 2 weeks in a process and progress format. They will be given plenty of formative practice, and work collaboratively together to improve before the final summative assessment is given towards the und of the unit.

Feedback will be given on progress openly as a group, and prior to the assessment in a one on one short meeting with the instructor on language to focus on in an attempt to guarantee a safe and successful assessment outcome for all.

The summative assessment will observe successful outcomes of the following objectives:

- **List teacher concerns about child in formal settings (Speaking and Writing form).**

- **Select appropriate vocabulary to respond to teacher suggestions in speaking and writing tasks.**

- **Apply, construct, and solve issues relating to teacher/student concerns.**

The tasks will be handed out near the end of week 1 and 2. The instructor must go over the tasks, and reinforce recall from in-class formative tasks(mentioned in Lp2, for example). Students may collaborate in studying for the assessments, however copying each other and blatant plagiarism will result in an automatic zero, and possible withdrawal from the program.

The writing task will be given first, to be submitted on the final day of classes. The speaking role-play will take the entirety of the last two classes, with an expected duration of 10 minutes per student. Feedback will be delivered to the student on the final day of classes

Task assessment(speaking)

You are attending a parent-teacher interview with your child's teacher. You are concerned about your child's poor marks. Ask for advice about how you can help your child improve their performance in class.

You could use these phrases to express yourself in the interview (Please review skill activity from previous class):

- You must be _____ mom/dad…
- Please call me…
- Sarah is a pleasure to have in the class.
- That's good to hear.
- I'm glad to hear that.
- I'm a bit concerned about…
- I've noticed his math mark isn't quite where it should be.
- What can we do at home to help her improve?
- What should we be doing at home?
- Do you have any other questions?

The instructor will be the teacher, and you must form the correct responses and statements in order to express concerns, as well as solve issues in everyday daily parent/teacher interactions involving school situations with children

Speaking Rubric:

Name: _____ Mark:_____/20

CATEGORY	Excellent (80-100)	Very Good (70-79)	Making Progress (51-69)	Needs More Effort (50 or below)
Speaking Order	When speaking the student makes full grammatical sentences. Able to expand on helpful expressions practiced by adding a flow of own ideas. Engaged in trying to use as much language learned as possible.	When speaking the Student uses mostly correct and full sentences. Word order is most times used correctly, with a few small errors (3-4). Shows a good effort to to use language, but some covered language is left out.	Uses a mix correct and incorrect verbal sentence forms Word order is sometimes confusing. Errors impede. 6 or more errors (see additional comments) Gives an effort to use correct structure, however, continued improvement is needed	Often uses incorrect Verbal sentences Word order is in fragments only, or only contains very fundamental content words. Gives minimal effort to use correct structures practiced. Improvement is required.
Pronunciation	Words are pronounced with correct syllable stress Words are clear and pronunciation helps to create (make) listener's meaning of importance.	Words are mostly used with correct Pronunciation- 4 or 5 small errors (see additional comments for advice)	Words are difficult to understand- mixed pronunciation Errors obstruct meaning- 6 or more moderate errors	Words are very difficult to understand Errors cause a complete breakdown of communication. 8 or more errors.
Rate/ Voice	Responds to questions at a quick rate Able to use some gestures while speaking in a smooth and natural way. Language flows orally, and does not intrude on listener's understanding.	Generally responds to Teacher's advice and questions at a quick rate. Some short pauses to think about responses. Smooth and natural use of language most of the time. Language flows very well, but at times sentences are hesitant, making it a little difficult to follow as a listener.	Responses are at a slower rate, but with further prompting, still given. Short to long pauses, that interfere with fluency of conversation Some rough use of language shown. Language with aid is given, however it is difficult to have a conversation.	Responses are at a very slow rate, or not delivered at all. Prompting is required from listener with continued misunderstandings. Moderate to long pauses are shown often. Causes broken communication as a result. Limited language is shown from speaker

| Language Use | Language use is varied

Able to discuss child's performance well and add detail to efforts made at home

Asks for advice by asking more complex questions | Language use is good.

Attempts to use practiced language.

Uses correct register (Formal)

Shows some limitation by giving short responses to teacher's concerns. | Language is satisfactory.

Attempts and uses some of the language learn over the unit

(see additional comments for feedback).

Uses some incorrect register. (Informal)

Responses are often short, or confusing to the listener, but understandable with guidance. | Language needs improvement

Shows a limited attempt, or no attempt at all to use the language required to complete Communication task.

Uses the incorrect speaking register for the situation

Responses are short, very confusing, and cause a breakdown in communication. |
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- **Check also the back of the page for additional feedback and comments. ->**

Writing Task:

Your child's teacher has e-mailed you about concerns they have about them at school. Your task is to respond to the e-mail using the structure covered in our unit. Refer to skills practice exercise below and respond in formal to the teacher. Express concerns, you have, and what you can do to help. Remember paragraph and format. Mention events in the past tense.

Writing Rubric:

Name: _____ Mark:_____/20

CATEGORY	Great (80-100)	Very Good (70-79)	Making Progress (51-69)	Needs More Effort (50 or below)
Writing structure	Structure is clear and easy for reader to follow. Uses paragraphs and mechanics in a formal and correct way when addressing a teacher or school administration 0-3 errors	Structure is good, and most times easy to understand. Some errors in paragraphs and formatting . 3-5 errors	Structure is satisfactory. Could create some reading issues. Errors in paragraphs and formatting are frequent. 6-7 errors	Structure of focus is not up to the class standard Many errors, and paragraphs errors Hard for reader to follow Structures ignored and no attempt to follow them is seen.
Grammar	Grammar is correct. Tenses are correct. 0-3 errors	Grammar is mostly correct. Tenses are followed. 3-5 errors	Errors obstruct meaning- 6 or more moderate errors	Errors cause a complete breakdown of communication. 8 or more errors.
Punctuation	0-2 errors	3-5 errors	6 or more errors	8 or more errors.

Language Use	Language use is varied Able to write and explain child's performance well and add detail to efforts made at home Asks for advice by asking more complex questions.	Language use is good. Attempts to use practiced language. Uses correct register. (Formal) Shows some limitation by giving short responses to teacher's concerns.	Language is satisfactory. Attempts and uses some of the language learned over the unit. (see additional comments for feedback). Uses some incorrect register. (Informal)	Language needs improvement. Shows a limited attempt, or no attempt at all to use the language required to complete Writing task. Uses the incorrect register for the situation. Very confusing, and cause a breakdown in communication.

- **Check also the back of the page for additional feedback and comments. ->**