



Literacy Work Sample (LWS)

Clinical Field Experience Journal Link:

Classroom Observation Data Collection		
Observation Notes: <i>Behavior, participation, learning style, strengths/weaknesses, learning challenges, social interactions, distractions, perseverance/motivation, etc.</i>		
Student 1:	Student 2:	Student 3:
Behavior and Participation: The student is physically and mentally active in the classroom. He is actively involved in the classroom group work and class activities. The student respect other students and engages will all of them. However the student finds it hard to complete school work and homework on time. Learning Style: The student is a Kinesthetic learner which means that he mostly uses body movement and interactions to better understand what they are learning. The student is more active in practical lessons as compared to theoretical lessons. He likes to be involved in learning new things and performs better in lessons that have more physical activities.	Behavior and Participation: The student is highly attentive and she actively participates in the classroom. The student is a good performer and has good focus in the classroom. However the student also has disruptive behavior particularly during active lessons. Learning Style: The student is an auditory learner. The student learns best by listening and relating what they have learnt to sound they are familiar with. She likes to out loud and repeat what the teacher says. Strengths and Weaknesses: Some of the strenghts of the student is that she focused on her class works which makes her to be able to finish work faster. The student is also a good planner which makes her to be	Behavior and Participation: The student listens to the teachers and is good at following instructions. He is active, prepared, and helps other students in the classroom. The stude is mostly quet during lessons and he asks questions on topics that he does not understand. Learning Style: The student is a visual learner since he likes to see and observe what is being taught. He likes taking notes during lesson time so as to interact and be able to process what is being taught. He also likes learning through diagrams, written instructions and pictures. Strengths and Weaknesses: Some of the strenghts of the student is that he is a self-learner and he is disciplined. being a self-learners enables the student to learn

strengths and Weaknesses: The student presents weakness in having lack of focus particularly in theoretical lessons. The student is also disorganized since he is unable to plan his work. The student is also disruptive since he is more focused on his own interests rather than focusing on the class work. Some of the strengths of the student is that he has growth mindset which enables them to develop their learning abilities. The student is also open minded which makes him to be more creative. Learning Challenges: The main challenge experienced by this student is that he finds it challenging to complete assignments and classwork on time. This is because the student considers that the classwork and assignment are burdens. The student is having trouble reading comprehensions. Social Interaction: The student effectively communicates with all the teachers and he is able to express his needs. He also effectively interacts with other students and good at group work and working with other students. Distractions: The student is easily distracted by noisy equipments that are inside or outside the classroom. The student is also a mind wanderer which	able to achieve her goals. some of the weaknesses include self criticism and impatience. The student has a negative self reflection which makes her to be discourage on her performance. Her impatience makes it difficult for her to be work with other other students. Learning Challenges: The student feels or thinks that she is dumb. This is because she is mostly frustrated and discourage by the grades that she gets and suggests that she feels that she should be doing better than this. This has made to be discouraged to work harder in the class. Social Interaction: The student is good at interacting with both the teachers and the students. The student is good at making friends in the classroom and participate in discussion in the class. She is also good at engaging other students in discussions. Distractions: The student is easily distracted by simple equipment and drawing in the classroom. She also starts unrelated discussion with other students in the classroom which causes distraction. She is also a mind wanderer which makes it difficult for her to concentrate in the classroom. Motivations: The student is highly motivated by being engaged in class activities and discussions.	without the supervision of a teacher and learn new concepts. being disciplined enables the student to stay focused and motivated in his studies. Some of his weaknesses include being stubborn and individualistic. The student is stubborn since he does not want to change his viewpoint which makes it hard for him to collaborate with other students. the student prefers to work alone which is a sign of being unable to collaborate with other students. Learning Challenges: One of the challenges experienced by the student is being unable to collaborate with other students in the classroom. Social Interaction: The student is good at interacting with the teachers but he is poor at interacting with other students in the classroom. Although he helps other students in the class he does not interact with them and likes to mostly work alone. Distractions: The student is simply distracted by activities taking place outside the classroom. Simple activities that are taking place outside the classroom such as someone walking making the student to be distracted. Motivation: The student is motivated by being given written instruction and left to work alone.
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makes it hard for him to stay focus in the classroom. Motivations: The student is highly motivated by being engaged in physical activities.		
Discussion Notes/Additional Information: <i>Individual literacy needs based on assessment data, individual behavior/social-emotional needs, IEP/504 plan, language needs, successful strategies used, and unsuccessful strategies used.</i>		
Student 1:	Student 2:	Student 3:
Individual Literacy needs: The student needs assistance in reading comprehensions. He needs to be assisted on how to read and understand comprehensions. Social-Emotional Needs: Based on the assessment the student does not require any social or emotional assistance. He interact well with the teacher and other students in the classroom. IEP/504 Plan: The student does not require this plan. Language Needs: The student needs to be assisted in reading comprehensions.	Individual Literacy needs: Student needs to be motivated on how to read on their own. Social-Emotional Needs: The student does not present any social or emotional need. IEP/504 Plan: Student does not need any of this plan. Language Needs: The student need to be taught on how to read and understand school work. Successful strategies Used: Engaging the student more reading activities. Engaging the student in class discussions and activities. guiding on how to study alone.	Individual Literacy needs: student needs to learn how to work with other students. Social-Emotional Needs: The student needs to learn how to interact with other students. IEP/504 Plan: Student does not require this plan. Language Needs: The student is a poor communicator. Successful strategies Used: Engaging the student in more groupwork and discussions. Unsuccessful Strategies Used: Motivating the student to work alone.

Successful Strategies Used: Engaging the student in more reading in the classroom. Unsuccessful Strategies Used: Forcing the child study on his own.	Unsuccessful Strategies Used: Using unyielding discussions.	Forcing the student to collaborate with other students.
Pre-Assessment of Reading Performance		
QRI Data: <i>Record information obtained from implementation of the QRI for each student including literacy strengths and areas of need.</i>		
Student 1:	Student 2:	Student 3:
Based on the student assessment the student is good at interacting with teachers and fellow students in the classroom. The student is a kinesthetic learner and some of his strengths include being open minded and growth mindset. The student weaknesses include lack of focus and being disorganized. Student need assistance in reading comprehensions and this can be achieved through engaging the student in more reading in the class.	The student assessment shows that Highly attentive and participates in the classroom and she is an auditorial learner. Some of her strengths include being focused in her classwork and she is a good planner. The student need to be taught on how to study school work to improve on her grade and avoid being discouraged. student can be assisted through being engaged in more school work and discussion and guided on how to study alone.	The student is a good listener and good at following instructions. The student is a visual learner and presents strengths such as being disciplined and a self learner. some of his weaknesses include being individualistic and stubborn. The student needs to learn how to work with other students which can be achieved through engaging the student to more group work and discussion.

Research and Planning for Intervention			
Intervention Day 1			
	Student 1:	Student 2:	Student 3:
Areas of Focus			
Measurable Literacy Goals			
Intervention Strategies/ Progress Monitoring Tool			
Research/Resource			
Observations			
Progress Monitoring Data			
Intervention Day 2			
	Student 1:	Student 2:	Student 3:
Areas of Focus			
Measurable Literacy Goals			
Intervention Strategies/ Progress Monitoring Tool			
Revisions			
Research/Resource			
Observations			

Progress Monitoring Data			
Intervention Day 3			
	Student 1:	Student 2:	Student 3:
Areas of Focus			
Measurable Literacy Goals			
Intervention Strategies/ Progress Monitoring Tool			
Revisions			
Research/Resource			
Observations			
Progress Monitoring Data			

Post-Assessment		
Post-Assessment Data: <i>Assessment results, progress made toward goals, instructional adjustments needed, and next steps.</i>		
Student 1:	Student 2:	Student 3:

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