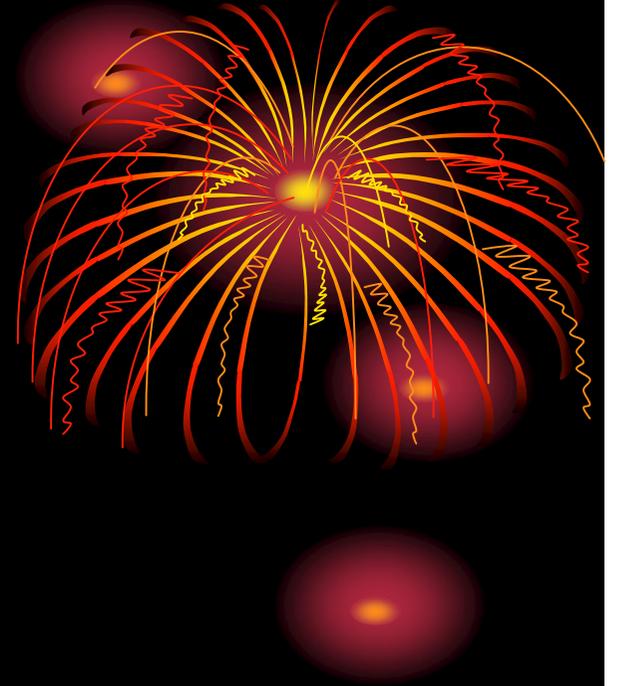


What a wonderful trip!

The visit to Indiana from May 09-May 21, 2011
By Melody Yen, Shulin Elementary School





PART I :

CLASSROOM

OBSERVATION

Acuity Assessments



- **PURPOSE:**
- **To provide diagnostic measures for grade 3-8 students in English/language arts, mathematics, science, and social studies**

Acuity Assessments

- **The key components :**
- **Online Predictive/Diagnostic Indiana Standard Aligned Tests**
- **Math, Reading, Social Studies, Science Subjects Gr. 3-8**
- **Online Reports Within 48hrs!**
- **Online Instructional Resources**



Acuity Assessments

- **Pros and cons**
- **Easily integrated into the classrooms**
- **Valuable information**
- **Involve parents in students' learning**
- **Can't reveal the questions that students failed**
- **Teachers' evaluation**



CAIRNS MRS.		SAMPLE REPORT	
Test Delivery:	Paper; Untimed	Teacher:	MRS CAIRNS
Report Date:	12/08/08	School:	Acuity Colorado School 001
		District:	Acuity Colorado DEMO 2008
Test Name:	Acuity Colorado Math Grade 7 Diagnostic Form 1		
Dates Test Completed:	09/08/08 - 09/12/08	View Class Roster Report	
Number of Students Assigned Test:	14		
Number in Class who Completed Test:	14 out of 14	View Class Item Analysis Report	
Number of Students partially scored:	0		

Summary Test Performance				
Average % Points Obtained:	51%			
Average % Points Obtained by Item Type:	Multiple-Choice Items	Constructed Response Items	Grid-In Items	
	51%	N/A	N/A	
The score ranges for each performance tier are as follows: Tier 1 (0-25%), Tier 2 (26-50%), Tier 3 (51-75%), and Tier 4 (76-100%)				

Test Performance						
Grade Standard Benchmark Objective		% of students who scored in each Performance Tier (based on % Points Obtained)				Average % Points Obtained
		(0-25) Tier 1	(26-50) Tier 2	(51-75) Tier 3	(76-100) Tier 4	
Assessment Totals:		21%	29%	29%	21%	51%
Grade 7		21%	29%	29%	21%	51%
	1. Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.	21%	29%	29%	21%	53%
	1.1 Demonstrate meanings for integers, rational numbers, percents, exponents, square roots, and π using physical materials and technology in problem-solving situations.	14%	36%	29%	21%	63%
	1.1a Recognize and use equivalent representations of positive rational numbers.	7%	57%	0%	36%	64% Assign
	1.1c Use exponents to indicate how many times a base is used as a factor for positive integers.	14%	50%	0%	36%	61% Assign
	1.2 Read, write and order integers, rational numbers and common irrational numbers such as the square root of 2, the square root of 5, and π .	50%	21%	21%	7%	41%



SARAH GARCIA

Student ID:	010101	Teacher:	Ms. Clark
Report Date:	12/12/08	Class:	CLARK 6
		School:	Lincoln School
		District:	District 1

Scores falling into Tier 1 and Tier 2 are highlighted below for diagnostic and predictive assessment report.

Language Arts

Diagnostics			Diagnostic Summary Report
Assessment Name	Test Date	Overall % points obtained	
Grade 6 Diagnostic Form 1	09/02/08	38%	
Grade 6 Diagnostic Form 2	09/08/08	67%	
Grade 6 Diagnostic Form 3	09/15/08	73%	
Grade 6 Diagnostic Form 4	09/22/08	81%	
Predictive			Predictive Summary Report
Assessment Name	Test Date	Overall % points obtained	
Grade 6 Predictive Form A	08/20/08	38%	
Grade 6 Predictive Form B	10/15/08	78%	
Grade 6 Predictive Form C	12/01/08	87%	

Mathematics

Diagnostics			Diagnostic Summary Report
Assessment Name	Test Date	Overall % points obtained	
Grade 6 Diagnostic Form 1	09/02/08	42%	
Grade 6 Diagnostic Form 2	09/08/08	67%	
Grade 6 Diagnostic Form 3	09/15/08	71%	
Grade 6 Diagnostic Form 4	09/22/08	78%	
Predictive			Predictive Summary Report
Assessment Name	Test Date	Overall % points obtained	
Grade 6 Predictive Form A	08/20/08	67%	
Grade 6 Predictive Form B	10/15/08	77%	
Grade 6 Predictive Form C	12/01/08	87%	
Assessment Name	Test Date	Overall % points obtained	Overall Scaled Score
Pred Data Extract Form B - Alias *	04/02/07	48%	N/A
Pred Data Extract Form A - Alias *	06/02/08	54%	N/A
Pred Data Extract Form C - Alias *	04/02/07	54%	N/A

Acuity Algebra

Acuity Algebra Proficiency Exam			
Assessment Name	Test Date	Overall % points obtained	Overall Scaled Score
Acuity Algebra Proficiency Exam	05/26/08	63%	725
Acuity Algebra Readiness Exam			
Assessment Name	Test Date	Overall % points obtained	Overall Scaled Score
Acuity Algebra Readiness Exam	08/08/08	88%	789

*Assessment marked with an asterisk on this report contain off-grade testing items.
 Note: Scaled scores will be available after research has been completed.

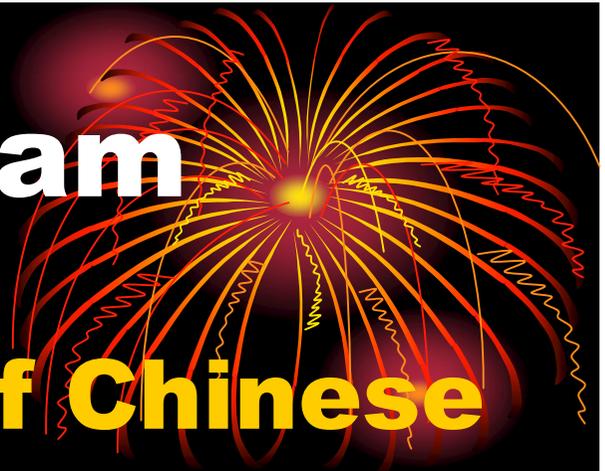


Chinese Program



- **Background**
- **In order to prepare the students' future ability, Jay School Corporation started Chinese Program last year.**

Chinese Program



- **Application criteria of Chinese teacher to USA**
- **Have three years teaching experience**
- **Have A bachelor's degree in education**
- **Have Chinese teaching qualifications**
- **Have certificate of Mandarin Chinese at Grade A, Class II at a minimum**
- **Good in oral and written English**
- **Experienced and skilled in foreign language teaching and class organization and interaction.**
- **Prepared to work and live in a new environment with different cultural backgrounds**

Chinese Program



- **Responsibilities**
- **Take one-month pre-departure service training in the Institute and one-week pre-teaching training in UCLA.**
- **Work 35-40hours a week**
- **Serve as an envoy for Chinese culture**
- **Have to get along well with students, students' parents and colleagues**
- **have to return to China as scheduled**

Chinese Program



- **On-Site Situation**
- **The Chinese teacher teaches 5th-8th graders, 45 minutes per day from Monday to Thursday, 9 weeks a cycle.** 
- **No text book**
- **All the lessons are centered on personal information** 
- **Focuses on listening and speaking**
- **Activity-based teaching** 





Oral presentation

Sentence pattern : 26 points

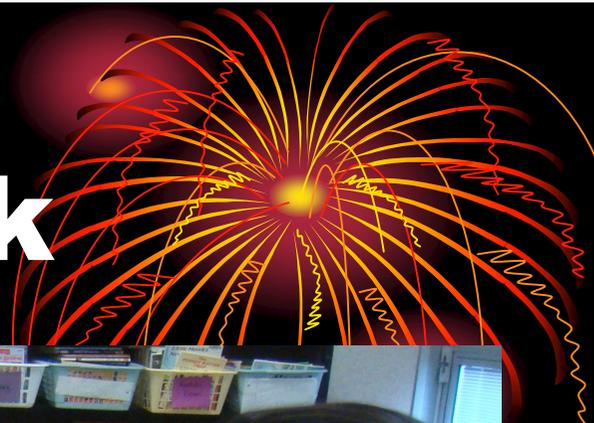
- 1 我叫 ^{wǒ jiào} nike (My name is...)
 - 2 我家有 ^{wǒ jiā yǒu} 五 ^{kǒu rén} 口人。 (There are _____ people in my family)
 - 3 这是我。 ^{zhè shì wǒ} (This is me)
 - 4 我是美国人。 ^{wǒ shì měi guó rén} (I'm an American)
 - 5 这是我妈妈。 ^{zhè shì wǒ mā ma} (This is my mother)
 - 6 这是我爸爸。 ^{zhè shì wǒ bà ba} (This is my father)
 - 7 这是我哥哥。 ^{zhè shì wǒ gē ge} (This is my older brother)
 - 8 这是我弟弟。 ^{zhè shì wǒ dì dì} (This is my younger brother)
 - 9 这是我姐姐。 (This is my older sister)
 - 10 这是我妹妹。 (This is my younger sister)
- 我没有 (哥哥、弟弟、姐姐、妹妹)
(I don't have sisters or brothers.)
- 11 我有一只猫。 ^{wǒ yǒu yī zhī māo} (I have a cat)
 - 12 我有一只狗。 ^{wǒ yǒu yī zhī gǒu} (I have a dog)
- 我没有猫。 (I don't have a cat)
我没有狗。 (I don't have a dog)
- 13 我爱我家。 ^{wǒ ài wǒ jiā} (I love my family)

26 + 2

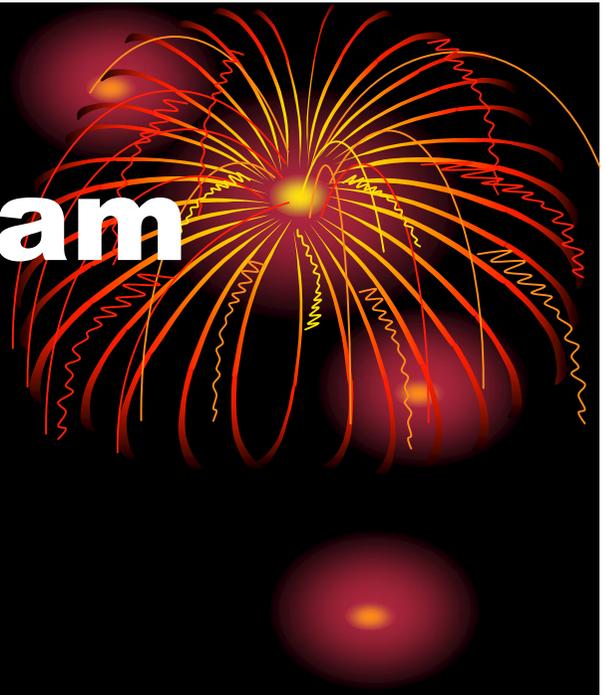
Total / 26



Heart Attack



Chinese Program

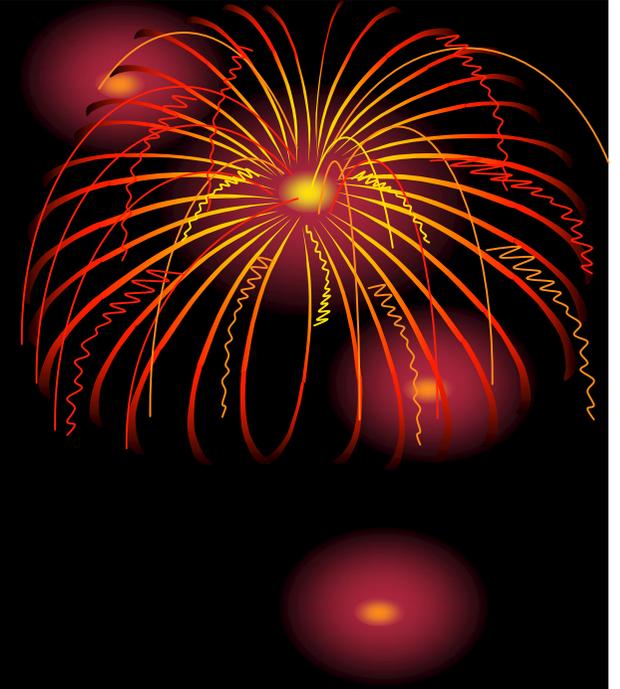


- **Difficulties**
- **Lack of systematic teaching**
- **Lack of motivation**

PART II :

CULTURE

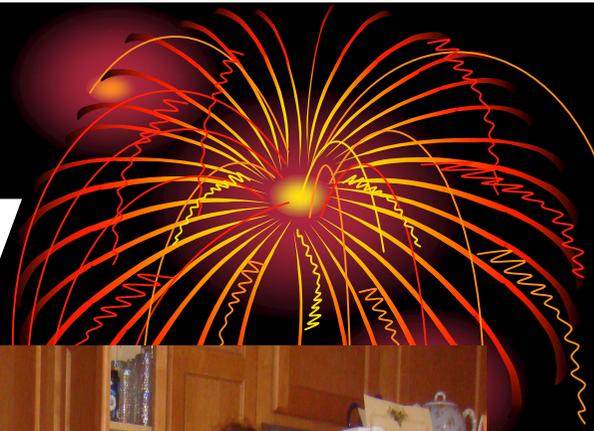
EXPERIENCE



Host Family



Host Family

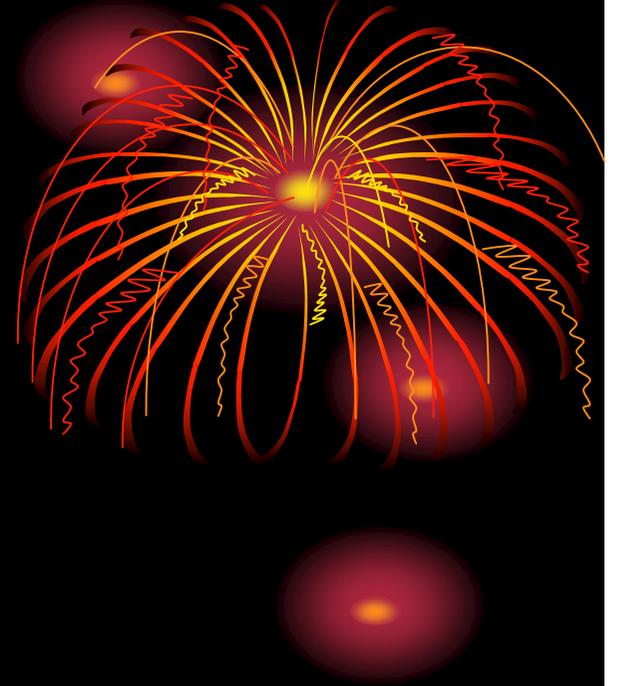


Armish People



- **The Armish are know for simple living, plain dress, and reluctance to adopt many convenience of mordern technology .**





The End