

## **Zechariah**

Zechariah is a seventh grader at Triple Hill Middle School. He is from Haiti and is trilingual, which his teachers see as an asset even while they work to support his English learning needs. Zechariah was assessed by the ESOL office when he entered the school system, but his teachers feel strongly that the assessment did not adequately capture his language abilities, especially as he has made rapid progress in writing over the past three months. His science teacher has noticed Zechariah still needs support with writing lab reports and with comprehending technical passages. She has begun meeting regularly with the ESOL teacher to review his written work, a process that allows them to make better decisions by considering more recent progress-monitoring data. Additionally, she encourages Zechariah to complete related science readings in French, his first language, and allows him to do extra-credit assignments based on these readings. Finally, she has begun to revise science reading and writing requirements for Zechariah, providing him with skeletal paragraphs and vocabulary lists for writing, shortened or simplified writing assignments when appropriate, and increased use of vocabulary supports (such as glossaries, synonyms, and highlighted context clues) for his reading assignments. With these supports in place, both the science teacher and the ESOL teacher believe that Zechariah is far better able to access the curriculum and to demonstrate what he has learned from it.