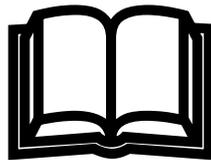
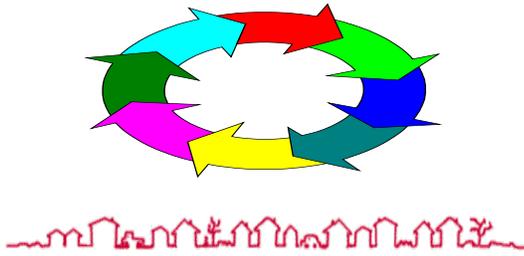


EDMS/EDMI 522

Literacy Education II

Case Study and Assignment Guide





To evaluate, we need to build descriptions of children as they participate in the social construction of their own environments. The ways in which we develop our explanations should be imaginative and intuitive, as well as analytic and well trained (Taylor, 1993)

EDMS 521/522: CASE STUDY

Through this assignment, you will (1) learn to conduct individual assessments using multiple measures, (2) analyze assessment results taking into account your student's strengths and areas of need, and (3) identify an appropriate and effective instructional plan. We will practice using the assessments in class before you implement them, and we will spend time in class going over the analysis and instructional plan. As you start to work on your case study, bring your questions and share your experiences in class. I'll also be available for questions during my office hours.

Final Project Outline

- I.** Table of Contents
- II.** Overview/ Introduction of the student
- III.** Assessment procedures used for grades k-1 or 2-6
- IV.** Analysis
- V.** Instructional Recommendations
- VI.** Reflection.
- VII.** References. Site any references used to write your case study.
- VIII.** Appendix: Attach all raw data and worksheets you use.

Note: Use a fictitious name for your student. Turn the project in typed. Include all of your data (in section III or an appendix).

Intermediate Case Study

Follow these steps to develop your case study (checklist attached):

1. Select an intermediate student at your site who is experiencing difficulties with reading.

Explain the assessment project to your master teacher, and ask her/him to help you identify students – and don't shy away from second language learners. Discuss possible times for giving the assessments. **You will probably need to meet with the student about 3 or 4 times.** You will need to obtain written parental permission to work with this student (form attached in English and Spanish).

2. Observe the student in the classroom and other school areas. Take anecdotal notes about the student's interests and participation. Write a one-page overview of your student (including his/her age, gender, grade level, interests, ethnic and linguistic background, etc).

3. Implement the following Assessments:

* **Don't try to assess the student in only one day.** If you think the student is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment process is developing a rapport with the student in which s/he is comfortable to fully participate.

Assessment procedures

- 3.1 Use the Reading and Writing Interview (form attached) with your student. Ask the questions. You may expand on the interview questions. Record the answers on tape (optional). **You will especially want to find out what kinds of things/topics the student is interested in so you can make some book recommendations.** Write up the responses as part of your project.
 - Note: In your analysis, you will want to draw some implications from the interview in relation to your observations and interactions with the student. How are the responses made by your student in the interview reflected in his/her writing, reading and miscues?
- 3.2 Take Anecdotal records (see Tompkins, pp.100-101, for examples) of your student's classroom participation/interactions in language arts activities. You may include anecdotal notes of your student's interactions outside the classroom.
- 3.3 Informal Oral Language Assessment. Obtain an oral language sample of the student. Observe your student's interactions and conversations in the classroom and/or other school areas. **Take anecdotal notes** of his/her vocabulary; language skills (conversational language/BICS and academic language/ CALP; check Cary, p.55-56); listening skills (e.g., ability to take turns during the conversation, and respond appropriately to questions); organization and presentation of ideas.
- 3.4 Writing Sample:
 - a) Select a **couple of writing samples** from the student's classroom work. **Also, get a copy of the district's writing rubric.**

Note: Use Gibbons' grid (CR, p.87), the South-Western City Schools' Developmental Continuum in Writing (it'll be handed out in class), Tompkins (pp. 94-97), Johns (p.333), and/or CA Reading/Language arts framework as guidelines to organize and guide your analysis. Analyze the student's stage of spelling development - use Tompkins (pp. 98-99 and 182-185) or CR (pp.79-85).

 - **Important:** Take notes as you work with your student (for example, your student's behavior during the activity, reactions to the activity, comments, etc.). They'll provide additional information for your analysis of the student's responses, and instructional plan.
- 3.5 Word list (word recognition in isolation).
Use Johns (form A). Start at 2 to 3 grade levels below your student's grade level placement.
- 3.6 Text reading level:

Use your student's graded word list score to ascertain the level at which you will have your student begin to read the reading passage. **You should start at a grade level or two below the student's independent level on the word lists.**

- (a) Oral Reading (word recognition in context/miscue analysis). Use Johns' narrative (form A) passage, and use Johns' instructor form to take a running record and record the student's reading and miscues. Audiotape the student's reading. Listen to the tape.

Analyze the miscues made by your student using what you know about this student (use the miscue analysis handout - handed out in class, or Johns' form (p.361) to analyze the miscues made by the student). **Look for trends and patterns.** What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's. You may transfer that information to the "case study grid" (attached) to record data about your student. Write your analysis in a clear manner. As you write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connect to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues.

- (b) Silent Reading. Use Johns' narrative (form A/LN?) and expository (form LE) passages. Form LE will be used only if your student is at or above grade 3 level.
- (c) Retelling and Reading Comprehension. **Before your student reads the John's narrative or expository passage, be sure to tell him/her that you will be asking him/her to retell the story.** Ask the comprehension questions as listed in *Johns* (form A and LE). You may transcribe the retelling word for word, designating who is talking (T for teacher or you, and S for student). Use the criteria provided in the John's to analyze the student's retelling. **The student may not look back at the text to answer comprehension questions.**
- (d) Optional: Listening Level. Read a passage to the student (form C) and ask for a retelling as well as comprehension questions to determine the highest level of understanding the student has of material read to them.
- Important: Use Johns' forms to analyze the student's independent, instructional and frustration levels (narrative and/or expository passages) for oral reading, silent reading, retelling and reading comprehension.

4. Analysis: For each assessment measure, summarize what you learned about your student's strengths (very important – what s/he can do) and needs (what s/he needs to work on). Re-read the assessment procedures (k-1 or 2-6) for additional information and guidelines for the analysis process. Try to identify *patterns* that you may see across assessment results (for example, your student said in the interview that when s/he does not know the word, s/he sounds it out. Your running records and miscue analysis also shows that the student's only decoding strategy is attempting to sound out new words). These patterns will help you identify an appropriate instructional plan.

You may use the Case Study grid (attached) to organize the information.

5. Instructional Recommendations:

Based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses (what does this student need to work on). Design an Instructional Plan for your student. You are the teacher. Knowing what you know about your student as a result of your assessments, what areas should an appropriate instructional plan focus on? Why? Refer to the standards in the Reading/Language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan. Make sure to:

- Identify areas of strength and need (minimum of 4 total) that an instructional plan should focus on – how a teacher could build on the student's strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language.
- Provide specific instructional recommendations for each area (reading, writing and oral language). List one example of an appropriate strategy and/or activity for each identified area. Look for examples in the course readings. For each instructional recommendation, explain why you selected it and how it is going to help your student (see the guiding questions listed in the Case Study grid).

You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.

You may discuss your instructional plan with your master teacher, and if possible, implement parts of it.

6. Your Reflection (minimum of 1 page single-spaced). What did you learn about assessment through the process of developing this project? What did you learn about children's reading, writing and oral language learning and development? What did you learn about developing an instructional plan and making instructional decisions? Did anything in the process surprise you? Based on your classroom observations of reading and writing as well as on what you learned in the assessment and instructional plan process, what would you do differently or try differently? What other scaffolds or strategies would you include? How would you use them? What other interventions would you try? What would your next steps in assessment be? Reflect on how the knowledge you have gained may help you as a soon-to-be first year teacher.

Primary Case Study

Follow these steps to develop your case study (checklist attached):

1. Select a primary student at your site who is experiencing difficulties with reading. Explain the assessment project to your master teacher, and ask her/him to help you identify students – and don't shy away from second language learners. Discuss possible times for giving the assessments. You will need to obtain written parental permission to work with this student (form attached in English and Spanish).

2. Observe the student in the classroom and other school areas. Take anecdotal notes about the student's interests and participation. Write a one-page overview of your student (including his/her age, gender, grade level, interests, ethnic and linguistic background, etc).

3. Implement the following Assessments:

* **Don't try to assess the student in only one day.** If you think the student is getting tired, stop the assessment for the day and pick up another day. An important part of the assessment process is developing a rapport with the student in which s/he is comfortable to fully participate.

Assessment procedures

3.1 Use the Reading and Writing Interview (form attached) with your student. Ask the questions. You may expand on the interview questions. Record the answers on tape (optional). Write up the responses as part of your project.

- Note: In your analysis, you will want to draw some implications from the interview in relation to your observations and interactions with the student. How are the responses made by your student in the interview reflected in his/her writing, reading and miscues?

3.2 Take Anecdotal records (see Tompkins, pp.100-101, for examples) of your student's classroom participation/interactions in language arts activities. You may include anecdotal notes of your student's interactions outside the classroom.

3.3 Informal Oral Language Assessment. Obtain an oral language sample of the student. Observe your student's interactions and conversations in the classroom and/or other school areas. **Take anecdotal notes** of his/her vocabulary; language skills (conversational language/BICS and academic language/ CALP; check Cary, p.55-56); listening skills (e.g., ability to take turns during the conversation, and respond appropriately to questions); organization and presentation of ideas.

3.4 Writing Sample:

- (a) Select a **couple of writing samples** from the student's classroom work. **Also, get a copy of the district's writing assessment rubric.**

Note: Use Gibbons' grid (CR, p.87), the South-Western City Schools' Developmental Continuum in Writing (it'll be handed out in class), Tompkins (pp. 94-97), Johns (p.333), and/or CA Reading/Language arts framework as guidelines to organize and guide your analysis. Analyze the student's stage of spelling development - use Tompkins (pp. 98-99 and 182-185) or CR (pp.79-85).

Important: Take notes as you work with your student (for example, your student's behavior during the activity, reactions to the activity, comments, etc.). They'll provide additional information for your analysis of the student's responses, and instructional plan.

- 3.4 Writing Sample (con't.):
 - (b) Use Clay's Writing Vocabulary assessment (CR, p.58, 65, 70 and 71) to gather information about your student's known words.
- 3.5 Phonemic Awareness. Use Johns' phoneme segmentation test (p.322 and 342).
- 3.6 Letter Knowledge. Use Johns' alphabet knowledge, form A (p. 310 and 332).
- 3.7 Word Test. Use John's basic word knowledge, form A (p.324 and 343) or select with your teacher a sample of high frequency words that the student has had the opportunity to learn.
- 3.8 Concepts about Print. Use Tompkins' CAP Test scoring sheet (p.87) or Johns' (p.).
- 3.9 Text Reading Level (miscue analysis), retelling and comprehension.

To assess the child's reading level, you will use the Developmental Reading Assessment (DRA) packet. You will need to take running records using *a sequence of leveled books* that will allow you to identify your student's independent, instructional and frustration levels. Identify which book to start by comparing books the student is able to read in class with the DRA books (Read the books and study the forms before using this assessment). Start with an easier book. **Important:** Before asking the child to read the story, first ask him/her to look at the pictures – it will support his/her reading. Record the child's reading and miscues.

After the reading, ask the child to retell the story ("Tell me about the story or everything you remember about the story"). Transcribe the retelling word for word, designating who is talking (T for teacher or you, and S for student).

Next, ask additional comprehension questions about the story. Use the DRA guidelines, or the content of the story and your judgment to guide follow up questions and prompts. You might include the following prompts: "What happened next? Is there anything else you can remember? Show me the page that has your favorite part of the story – why did you like it? What happened in this page?"

Note: Use the miscue analysis handout (handed out in class) to analyze the miscues made by the student at his/her instructional level. Use DRA forms to analyze the student's reading comprehension and retelling.

4. Analysis: For each assessment measure, summarize what you learned about your student's strengths (very important – what s/he can do) and needs (what s/he needs to work on). Re-read the assessment procedures (k-1 or 2-6) for additional information and guidelines for the analysis process. Try to identify *patterns* that you may see across assessment results (for example, your student said in the interview that when s/he does not know the word, s/he sounds it out. Your running records and miscue analysis also shows that the student's only decoding strategy is attempting to sound out new words). These patterns will help you identify an appropriate instructional plan.

You may use the Case Study grid (attached) to organize the information.

5. Instructional Recommendations:

Based on the information you have gathered about the student, discuss his or her strengths (very important - what can he or she do) and weaknesses (what does this student need to work on). Design an Instructional Plan for your student. You are the teacher. Knowing what you know about your student as a result of your assessments, what areas should an appropriate instructional plan focus on? Why? **Think about what strategies beginning readers need to develop and how teachers can support those activities.** Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan. Make sure to:

- Identify areas of strength and need (minimum of 4 total) that an instructional plan should focus on – how a teacher could build on the student's strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language.
- Provide specific instructional recommendations for each area (reading, writing and oral language). List one example of an appropriate strategy and/or activity for each identified area. Look for examples in the course readings. For each instructional recommendation, explain why you selected it and how it is going to help your student (see the guiding questions listed in the Case Study grid).

You might also make recommendations for the student and parents: what can the student do on his or her own that is not dependent on the teacher.

You may discuss your instructional plan with your master teacher, and if possible, implement parts of it.

6. Your Reflection (minimum of 1 page single-spaced). What did you learn about assessment through the process of developing this project? What did you learn about children's reading, writing and oral language learning and development? What did you learn about developing an instructional plan and making instructional decisions? Did anything in the process surprise you? Based on your classroom observations of reading and writing as well as on what you learned in the assessment and instructional plan process, what would you do differently or try differently? What other scaffolds or strategies would you include? How would you use them? What other interventions would you try? What would your next steps in assessment be? Reflect on how the knowledge you have gained may help you as a soon-to-be first year teacher.

Case Study Rubric

Name _____

Your case study assignment was worth a total of 25 points. Below, you will find a list of the items listed in the case study packet and discussed in class that should be included in your final project.

_____	Overview/ Introduction of your student (and parent permission form)	(2 pts)
_____	Data from the administration of k-1 or 2-6 assessment procedures (administration forms, your notes and student responses)	(6 pts)
_____	Analysis of your student responses	(6 pts)
_____	Instructional recommendations	(7 pts)
	<ul style="list-style-type: none">• Identify areas of strength and need (minimum of 4 total) that an instructional plan should focus on – how a teacher could build on the student’s strengths and address his/her needs. Select two areas in reading, and one area in writing and oral language.• Provide an example of an appropriate strategy and/or activity for each identified area. Look for examples in the course readings. For each instructional recommendation, explain why you selected it and how it is going to help your student.	
_____	Reflection	(3 pts)
_____	Overall presentation and organization (including table of contents)	(1 pt)
_____	Total	(25 pts)

Intermediate Case Study Checklist

- ___ 1. Select a student (who is experiencing difficulty in reading) with your master teacher's assistance, and talk about your assessment schedule.
- ___ 2. Obtain written parental permission.
- ___ 3. Begin process of establishing rapport with your student.
- ___ 4. Start your observations – take Anecdotal Records of your student's participation in classroom activities involving reading, writing, listening and speaking.
- ___ 5. Informal Oral Language Assessment. Observe and take anecdotal notes of your student's interactions and conversations in the classroom and/or other school areas.
- ___ 6. Reading and Writing Interview. If possible, record the answers on audiotape.
- ___ 7. Select a Writing Sample from your student's classroom work.
- ___ 8. Analysis. For each assessment measure, summarize what you learned about your student's strengths and needs. Re-read the instructions listed in the "assessment procedures" section.
- ___ 9. Develop an Instructional Plan based on your student's strengths and needs. See instructions in "instructional recommendations" section.
- ___ 10. Write a Reflection (1 page minimum) of what you learned through the case study project and how the knowledge you gained will help your teaching. See guiding questions in the case study packet.
- ___ 11. Write a one-page general overview of your student (age, grade level, interests, ethnic and linguistic background, etc.).
- ___ 12. Finish student assessment project. Check "paper outline" of what your case study paper should include.
- ___ 13. Word list. Administer Johns' word recognition in isolation (form A).
- ___ 14. Oral reading fluency. Administer Johns' word recognition in context for narrative (form A). Take a running record. Ask your student to retell the story, and ask the comprehension questions.
- ___ 15. Silent reading. Administer Johns' word recognition in context for narrative (form A) and expository (form LE) passages. Form LE will be used only if your student is at or above grade 3 level. Ask your student to retell the story, and ask the comprehension questions. Audiotape your student's responses.

Primary Case Study Checklist

- ___ 1. Select a student (who is experiencing difficulty in reading) with your master teacher's assistance, and talk about your assessment schedule.
- ___ 2. Obtain written parental permission.
- ___ 3. Begin process of establishing rapport with your student.
- ___ 4. Start your observations – take Anecdotal Records of your student's participation in classroom activities involving reading, writing, listening and speaking.
- ___ 5. Informal Oral Language Assessment. Observe and take anecdotal notes of your student's interactions and conversations in the classroom and/or other school areas.
- ___ 6. Reading and Writing Interview. If possible, record the answers on audiotape.
- ___ 7. Select a Writing Sample from your student's classroom work.
- ___ 8. Analysis. For each assessment measure, summarize what you learned about your student's strengths and needs. Re-read the instructions listed in the "assessment procedures" section.
- ___ 9. Develop an Instructional Plan based on your student's strengths and needs. See instructions in "instructional recommendations" section.
- ___ 10. Write a Reflection (1 page minimum) of what you learned through the case study project and how the knowledge you gained will help your teaching. See guiding questions in the case study packet.
- ___ 11. Write a one-page general overview of your student (age, grade level, interests, ethnic and linguistic background, etc.).
- ___ 12. Finish student assessment project. Check "paper outline" of what your case study paper should include.
- ___ 13. Administer Johns' Phonemic Segmentation test.
- ___ 14. Administer Johns' Letter Knowledge test (form A)
- ___ 15. Administer Johns' Word Test (form A).
- ___ 16. Administer Tompkins' CAP Test scoring sheet (p.87) or Johns' (p.).
- ___ 17. Text Reading Level – identify your student's independent, instructional and frustration levels using the leveled books sequence of the DRA packet. Ask your student to retell the story, and ask the comprehension questions as listed in the DRA and/or suggested in the "assessment procedures" guidelines.
Audiotape your student's responses.
- ___ 18. Administer Clay's Writing Vocabulary Test.

California State University San Marcos
College of Education
EDMS 521-522

Parental Consent

Dear Parents:

I am studying to be an elementary school teacher and am enrolled in the credentialing program at California State University San Marcos.

A very important part of our learning is to understand the reading and writing process. We have been asked to work with a student inquiring about what that student thinks and feels about the reading and writing process. Another part of our assignment is to audiotape and listen to the student read and to study the strengths that the he or she brings to the reading process. From our observations, we develop an instructional plan to assist that student in building on his or her strengths and working on his or her needs.

I am asking for your permission to work with your child. The project will take approximately 5 hours over a period of time. The information will remain confidential. Your child's name will not be used in the report issued to my professor. You are entitled to all of the information I have gained, and I will share it with the classroom teacher if you so wish.

Sincerely,

I give my permission for you to work with my child _____.

I understand that all information will be kept confidential and that I am entitled to all of the information.

Signature

Date



San Marcos, California · USA
92096-0001

(760) 750-4035

College of Education

24 de agosto, 2001

Estimados Padres,

Soy un estudiante en una clase de lectura y escritura en California State University San Marcos. Estoy estudiando para professor/a. Tengo una tarea que requiere que observe a un niño(a) durante la hora de lectura y escritura en la clase. Tengo que entrevistar a los niños sobre la lectura y escritura, y oír y grabar su lectura. También tengo que escribir un plan de enseñanza que ayude a el niño(a) continuar a crecer como lector y escritor.

Necesito su permiso para esta actividad. Toda su información sobre su hijo/a será confidencial y puede pedir una copia si desea.

Sinceramente,

Por favor, firme y regrese a la clase.

EDMS 521-22 - Literacy Education I & II
Reading and Writing Interview – Guiding Questions

1. What are you learning to do in reading? [writing]
2. How are you learning it? Who is helping you?
3. What is easy about reading, what's hard? [writing]
4. What do you do before you start to read? [write]
5. While you are reading, if you come to a word that you don't understand or don't know, you _____ [writing]
6. How can you tell when someone is a good reader? [writer]
_____ is a good reader because _____

Do you think _____ ever comes to a word that s/he doesn't know?

If _____ comes to word s/he doesn't know, what do you think _____ does?

7. What would your teacher do to help someone who doesn't know a word while s/he is reading? [writing]
8. What do you do to help yourself understand and/or remember a story after you have read it?
9. Do you think that you are a good reader? [writer] Why or why not?
10. What would you like to learn to do next as a reader? [writer]
How do you think you will learn it? (will someone help you?)

EDMS 521-22 - Literacy Education I & II
Reading and Writing Interview – Guiding Questions (Spanish)

1. ¿Que estas aprendiendo hace en la lectura? En la escritura?
2. ¿Como estas aprendiendo? ¿Quien te ayuda?
3. ¿Que es fácil acerca de la lectura? (Escritura?) ¿Que es dificil acerca de la lectura? (Escritura?)
4. ¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?
5. ¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu _____
6. ¿Como sabes cuando alguien es un buen lector? (Escritor?)

_____ es un buen lector porque _____

¿Piensas que _____ encuentra una palabra que no entiende/sabe?

¿Si _____ encuentra una palabra que no sabe o entiende que piensa que hace?
7. ¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras ella o el lee?
8. ¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo has leído?
9. ¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?
10. ¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas? ¿Te ayudara alguien?

Case Study Grid¹

Assessments Used	What I Learned What have I learned about the student? What are his/her strengths? What are his/her areas of need?	Instructional/Intervention Plan What are you going to do to help the student (build on his/her strengths and address his/her needs)? Provide an example of an appropriate instructional strategy for each identified area (select two areas in reading, and one area in writing and oral language). Why did you select this plan? How is this plan going to help the student?
Classroom/ school observations & Anecdotal records		
Reading and writing interview		
Informal oral language assessment		

¹ Adapted from Quiocho's (2000) Data Collection Grid.

CROSSCULTURAL, LANGUAGE, AND ACADEMIC DEVELOPMENT (CLAD)
COMPETENCIES.

(CLAD Competencies covered in this course are starred)

<u>TEST 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT</u>	<u>TEST 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION</u>	<u>TEST 3: CULTURE AND CULTURAL DIVERSITY</u>
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. *The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. *Word formation (morphology)	B. *Organizational models: What works for whom?	B. Perceptions of culture
C. * Syntax	C. *Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. *Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. Physical geography and its effects on culture
E. *Language in context	A. *Teacher delivery for <u>both</u> English language development <u>and</u> content instruction	E. *Cultural congruence
F. *Written discourse	B. * Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. *Oral discourse	C. *Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A.What teachers should learn about their students
H. * Nonverbal communication	D. Working with paraprofessionals	B.*How teachers can learn about their students
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C.*How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. * Purpose	III. Cultural Contact
B. * Psychological factors affecting first- and second-language development	B. * Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. * State mandates	B. Stages of individual cultural contact
D. * Pedagogical factors affecting first- and second-language development	D. * Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution