

LA 6.4 Error Analysis of Student Writing



| Learning Outcome | Pedagogical Intent | Student Position |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identify and analyze linguistic patterns of development in student work to promote second language development. | Teachers can learn a system for analyzing student writing and apply it in their work with second language learners in their classrooms. | Students will soon be asked to provide a sophisticated analysis of their student's writing. They need direction in developing that analysis. They will now learn the points they need to analyze to prepare to work with a student who is an English learner. |
| Assessment: 25 pts. | | |
| TA: 30 Minutes | | |

Instructions

1. Look at the Pattern concept on the [Second Language Acquisition tool chart](#). Read through the Teacher Work and Student Work for this concept.
2. The facilitator will model how to use the [Language Systems Inventory](#) and WIDA Can-Do Descriptors forms enlisting the help of class members as they work through it.
3. Answer the following questions about your student's writing: (on the back of the language systems inventory sheet):
 - a. What rules or structures does the student seem to currently have control of?
 - b. On what rules or structures does the student seem to be currently working?
 - c. On the basis of this work sample, at what stage is the student: beginning, intermediate or advanced?
 - d. What should the student focus on next to support his/her language development?



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