

CASE B - Original-Book Retrieval Storytelling Feedback

HAOLLA public de-identified learning evidence

65 / 100

Combined score from two captured submissions

Submission scores

- Video 1: 64/100

- Video 2: 65/100

What the evidence shows

The learner retrieved more story information across the two submissions, including character appearance, actions, and reactions. The recurring bottleneck was converting remembered content into stable English sentence forms.

Priority

Keep the story content challenging, but rebuild it through shorter clauses with stable subject-verb agreement, past tense, and active voice.

CASE B - Video 1 Language Corrections

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Grammar and sentence control

Before: today have a charity games

Improved: today there is a charity game

Why: English existence is normally expressed with there is / there are.

Game is singular unless the source clearly refers to multiple games.

Before: The London Olympic Games isn't have...

Improved: The London Olympic Games do not have...

Why: Do not combine be with have in this pattern. Use do not have for a present-tense negative.

Before: the players is running

Improved: the players are running

Why: Plural subject players takes are.

Expression

Before: running to the track

Improved: running on the track

Why: On the track is the natural location phrase when the action is taking place there.

CASE B - Video 2 Language Corrections

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Before: The boy were...

Improved: The boy was...

Why: A singular subject takes was.

Before: he is a red hair and freckles

Improved: he has red hair and freckles

Why: Use have for physical features such as hair and freckles.

Before: he see teddy and puppy

Improved: he saw Teddy and the puppy

Why: Use the past form saw when retelling a past event.

Before: The boy is hugged Teddy

Improved: The boy hugged Teddy

Why: The boy is the doer, so use active voice: hugged.

Before: been to a huge smile

Improved: broke into a huge smile

Why: Break into a smile is the natural expression for suddenly beginning to smile.

CASE B - Common Performance Pattern

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What improved

- More descriptive information was retrieved.
- The learner continued speaking through multiple events.
- Actions and reactions were remembered, not only names.

What repeats

- Subject-verb agreement becomes unstable under recall pressure.
- Past-tense control drops when attention shifts to content retrieval.
- Be + verb forms are overused where a simple active verb is needed.
- And is used as a default connector, making event structure less precise.

This pattern suggests a language-form bottleneck during retrieval, not a need to simplify the story content itself.

CASE B - HAOLLA Retrieval Loop

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1. Read in working-memory chunks

Divide the story into small meaning units rather than trying to hold a long section at once.

2. Close the book and retrieve

Recall who, what happened, and what happened next without viewing the source.

3. Rebuild from keywords

Use key nouns and verbs, then expand them into short complete clauses.

4. Correct grammar, vocabulary, expression

Repair only evidence-supported language issues and immediately reuse the corrected pattern.

5. Retry after spacing

Repeat the same event chain after a delay and in a new context to test whether the sentence pattern survives retrieval.

CASE B - Diagnostic Questions

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Learner check - no answers included

- Describe the boy in two complete sentences using was and had.
- Retell the scene using only past-tense verbs.
- Explain what the boy did when he saw Teddy without using is hugged.
- Retell three events using Then, After that, and Finally.
- Create one new sentence using broke into a huge smile.
- Retell the same scene with no more than one and per sentence.

CASE B - Next Assignment and Scope

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Next assignment

- Shadow the source twice for phrase stability.
- Use 3-5 keywords per chunk, then close the source.
- Retell each chunk as two short complete sentences.
- Mark every past-tense verb before the final retry.
- Record one final retell after a delay without reading the source.

Public evidence boundary

This public document is de-identified. It records specific learner submissions at a specific time. Scores are diagnostic within the learner and should not be used to rank learners or guarantee future outcomes.

HAOLLA uses first-party learner evidence to decide the next action while keeping public claims separate from external research evidence.