Chapter 9-Review & Assessment

MAKING CONTENT COMPREHENSIBLE FOR ENGLISH LEARNERS

THE SIOP® MODEL — 20 YEARS OF RESEARCH

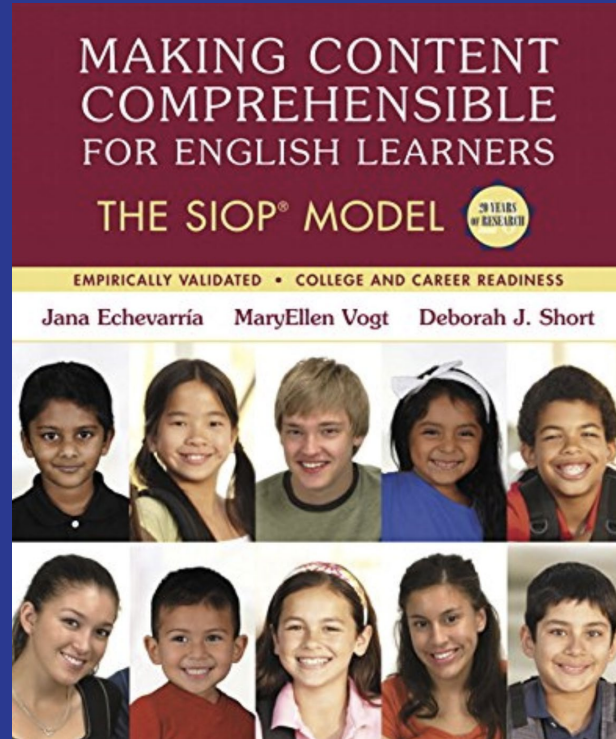EMPIRICALLY VALIDATED • COLLEGE AND CAREER READINESS

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EDDN 637-Carly Croteau

1. What is your responsibility AS A TESOL PROFESSIONAL in terms of Initial Assessment of Language Proficiency?

★ "Position is responsible for K-12 English as a Second Language initial testing for possible student placement in an ESL program. Position provides training to ESL staff on assessment instrument used and maintains testing database. Position processes all testing paperwork and works with all schools and families with communicating proper ESL placement." (*Job description for ESL assessment specialist*)

★ "Teachers are able to ascertain who is ready to move on and who needs further reteaching, review, and practice" (Echevarria, J., Short, D. J., & Vogt, M., 2017).

Essential Duties:
1. Serves as liaison between student, families, school, home, and the ESL Welcome Center.
2. Cooperates with administrators and staff in implementing the ESL program.
3. Adheres to all federal and state ESL guidelines pertaining to ESL assessment.
4. Administers all initial ESL language assessment components to incoming students K-12 that may qualify for ESL as well as support for division-wide WIDA Assessments in the spring.
5. Complete all ESL language assessment paperwork and ensure it is up to date.
6. Communicate with schools and families on a regular basis.
7. Assist in ESL student registration process.
8. Creates and maintains student documentation to include assessments, reports, data, and WIDA Screener reports.
9. Assess students off site, to include alternative schools, private schools, and potential ELs at their home school.
10. Train ESL teachers for use of the initial ESL language assessment.
11. Input ESL coding as appropriate in the student information system.
12. Communicate with different districts within the WIDA Consortium for student information and scores.
13. Assist in maintaining the ESL Welcome Center records.
14. Support ESL department, as needed.
15. Models nondiscriminatory practices in all activities.

(*Job description for ESL assessment specialist*)

2. What is the difference between formal and informal assessment? Give examples using key academic vocabulary.

Informal Assessment:

Informal Assessment is "generally used by teachers to gather data about their students' academic language and performance in the classroom" (Echevarria, J., Short, D. J., & Vogt, M., 2017).

Types of Informal Assessments: Echevarria, J., Short, D. J., & Vogt, M., 2017).

- ❖ Teacher Observations
- ❖ Anecdotal Reports
- ❖ Teacher-to-student/ Student-to-student Conversations
- ❖ Quick Writes and Brainstorming
- ❖ Any number of tasks that occur within regular instruction and that are not intended to be graded or evaluated according to set criteria

Formal Assessment:

"Formal Assessment can be formative (to achieve a baseline or beginning point) or summative to determine progress over time" Echevarria, J., Short, D. J., & Vogt, M., 2017).

Types of Formal Assessments: Echevarria, J., Short, D. J., & Vogt, M., 2017).

- ❖ Standardized and Norm Referenced
- ❖ Criterion Referenced
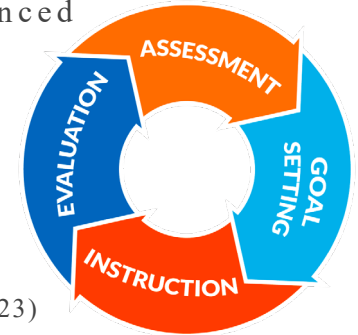
(Corsetto, 2023)

3. How will you differentiate instruction and assessment tools?

Range - "Adapt the number of items the English Language learner is expected to complete"(Echevarria, J., Short, D. J., & Vogt, M., 2017).

Ex: Completing only Odd Numbered or Even Numbered Questions, etc.

Time- "Adapt the amount of time the English learner has for completing a task"(Echevarria, J., Short, D. J., & Vogt, M., 2017).

Ex: Providing more processing time, breaking tasks into chunks, allowing additional time etc.

Level of Support- "Adapt the amount of scaffolding provided to an English learner during assessments"(Echevarria, J., Short, D. J., & Vogt, M., 2017).

Ex: Asking an aide, peer assistance, parent volunteer to read and/or explain the task, read aloud, etc.

Difficulty- "Adapt the skill level, type of problem or task, and the process for how an English learner can approach the task" (Echevarria, J., Short, D. J., & Vogt, M., 2017).

Ex: Allowing a calculator, dictionary, or simplified instructions.

Product- "Adapt the type of response the English learner is allowed to provide"(Echevarria, J., Short, D. J., & Vogt, M., 2017).(Echevarria, J., Short, D. J., & Vogt, M., 2017).
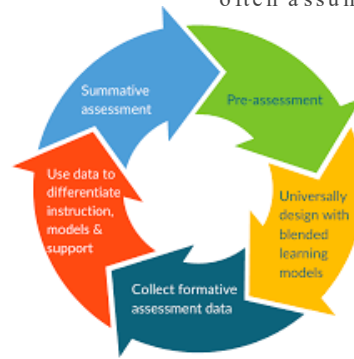
Ex; Drawings, hands-on demonstration, verbal response, or if necessary a translated response

Participation- "Adapt the degree of active involvement of students in assessment"(Echevarria, J., Short, D. J., & Vogt, M., 2017).

Ex: Encouraging individual self assessment, assistance in creating rubrics, cooperative group self-assessment

Role- "When students are working in collaborative groups, they often assume roles"(Echevarria, J., Short, D. J., & Vogt, M., 2017).

Ex: Timekeeper, reader, discussant, recorder, etc

Summative assessment · Pre-assessment · Universally design with blended learning models · Collect formative assessment data · Use data to differentiate instruction, models & support

(Tucker, 2023)

4. How will you assess student progress and learning?

- Handheld Devices - "The data are quickly collated and displayed so the teacher and students can see the number of correct responses and determine how many students might need reteaching" (Echevarria, J., Short, D. J., & Vogt, M., 2017).

  Ex: Clickers, tablets, laptops, etc.

(Bielefeld)

- Word Study Books- "can include a student's own illustrations as mnemonics (pictures to remember word meanings and usage), and/or rebus pictures for definitions (difficult words are represented by simple drawings, usually provided by the teacher)" (Echevarria, J., Short, D. J., & Vogt, M., 2017).

  Ex: Can be organized in alphabetical order, sounds, content topics, etc.

(*Words their way*)

- Vocabulary Journals- "intended for specific subject areas" (Echevarria, J., Short, D. J., & Vogt, M., 2017).

(*Vocabulary word journal template*)

4. How will you assess student progress and learning?

- Rubrics - "are used to ascertain a developmental level of performance for a particular goal, objective, or standard"(Echevarria, J., Short, D. J., & Vogt, M., 2017).

    Ex: Developmental Rubric

- Group Response Techniques (GRT)- "enable you to immediately determine each individual student's understanding during an assessment activity with the whole class"(Echevarria, J., Short, D. J., & Vogt, M., 2017).

    Ex: Thumbs Up! Thumbs Down, Numbers for Self Assessment

- On-the-Spot Assessment- "walk around the room and observe what a particular student is doing, jot brief notes on sticky note, along with the student's name" (Echevarria, J., Short, D. J., & Vogt, M., 2017).

Rubric for _____ Project

Areas Assessed	Great Work! 4	Good job! 3	Getting There! 2	Not quite 1
Organization	All materials are neat and information is easy to understand.	Most materials are neat and most information is easy to understand.	Some materials are neat and some information is easy to understand.	Materials are not neat and are difficult to understand.
Content	Subject area mastery is demonstrated through result project.	Subject understanding is demonstrated through end result project.	Basic understanding of subject area material is met through end result project.	End result project demonstrates lack of understanding of subject area.
Teamwork	Each group member made contributions to project material and presentation.	Most group members Contributed to project materials and presentation	Some group members Contributed to project materials and presentation	Few group members Contributed to project materials and presentation
Presentation	Information is presented with knowledge and creativity.	Information is presented with acceptable knowledge and creativity.	Information is presented with limited knowledge and minimal creativity.	Information is unclear or lacking and is presented with little creativity.

Name: _____ Final Score: _____

(Jill Staake, 2023)

(Autism Circuit)

5. What are ways to provide specific constructive affirmation to students to keep them progressing and motivated? (Think about technology tools too, badges etc.) share at least one link, hand-out, exit ticket, or other realia to an assessment tool you use in your professional practice. (Take a photo!)

"Review and assessment guide teaching and reteaching, inform decision making, lea to supportive and academic feedback, and provide for fair and comprehensive judgments about student performance" (Echevarria, J., Short, D. J., & Vogt, M., 2017).

(HARCOURT, 2015)

5. What are ways to provide specific constructive affirmation to students to keep them progressing and motivated? (Think about technology tools too, badges etc.) share at least one link, hand-out, exit ticket, or other realia to an assessment tool you use in your professional practice. (Take a photo!)
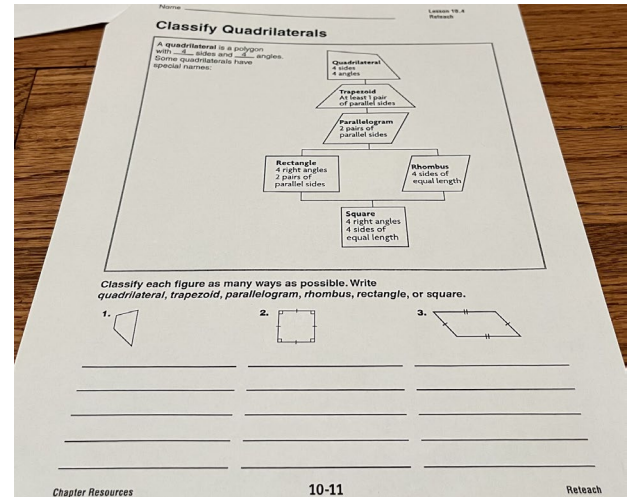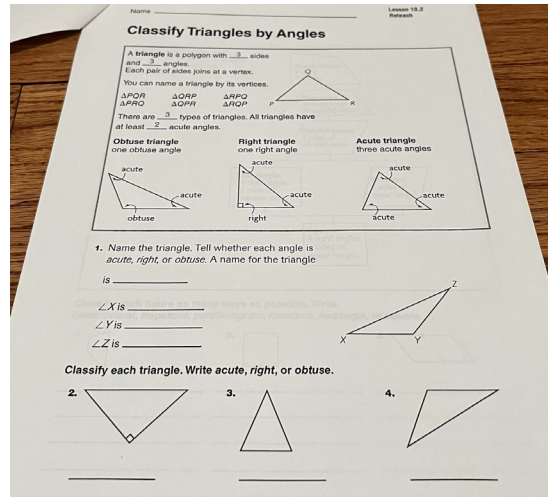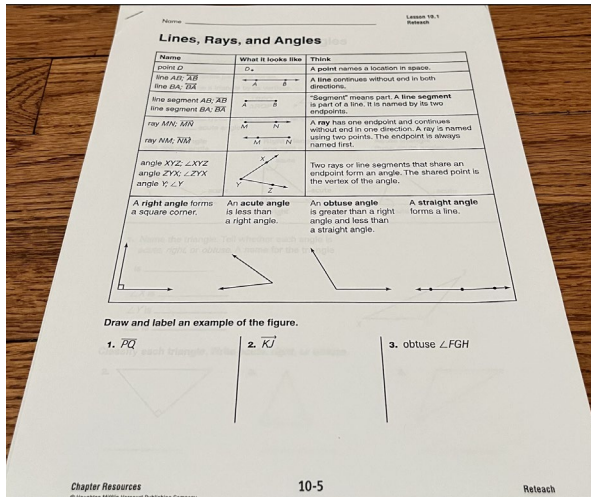
(HARCOURT, 2015)

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