

CHAP 9 Review & Assessment

By: Maria Fernandez




My name is Maria Fernandez, and I was a former ELL student. Exploring other cultures through travel is something I love to do when the opportunity presents itself. I am a 12:1:1 special education teacher in District 75, and I enjoy teaching!

“Learning is an endless journey!”

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

My responsibility as a TESOL professional in terms of Initial Assessment of Language Proficiency is to know what are my students proficiency levels across the four modalities: listening, reading, writing, and speaking. Formative and summative assessments that are multifaceted and attentive to the various contexts of a student's life provide relevant and practical information to the teacher about how to design appropriate and culturally relevant content and language instruction for linguistically and culturally diverse students (Vogt et al., 2016, p.228). I need to know about my students cultural background, if their education has been interrupted, what they already know, and how can I meet their needs and learning styles to succeed. In addition, it is crucial that I cultivate an environment that respects and embraces MLs and ENLs home language (HL). A culturally responsive environment will help affirm students' cultural selves and promote pride in their linguistic heritage.

2. Demonstrate by showing realia the difference between formal and informal assessment. You can take photos of anonymized assessment types from YOUR classroom. For example, if you used Kahoot, or a test or an exit ticket.



WILSON LANGUAGE TRAINING

SECOND GRADE

Intervention Placement Inventory

DATE10/2/24

1/27/25

STUDENT NAME

Put a ☒ next to any item that is not mastered. Circle the appropriate Foundations Level.

NAME LETTERS

STUDENTS USE THE NAME LETTERS CHART. HAVE STUDENTS SAY THE LETTER NAME FOR EACH.

a	B	f	B	t	B	u	B	r	B
s	B	g	B	a	B	z	B	v	B
Q	B	R	B	N	B	P	B	B	B
C	B	Z	B	E	B	I	B	D	B

SCORING

LEVEL

# correct	below 80%	K
x 5	85 - 100%*	1
=	%	100%* 2

SOUND TO LETTER CORRESPONDENCE

YOU DICTATE THE SOUND AND THE STUDENT SHOULD NAME THE CORRESPONDING LETTER. ASK STUDENT WHAT LETTER SAYS "r".

/m/	B	/t/	B	/s/	B	/l/	B	/i/	B
/ā/	B	/n/	B	/p/	B	/f/	B	/z/	B
/ō/	B	/r/	B	/b/	B	/v/	B	/d/	B
/h/	B	/sh/	B	/ū/	B	/th/	B	/ē/	B

SCORING

LEVEL

# correct	below 45%	K
x 5	50 - 90%*	1
=	%	90 - 100%* 2

WRITE LETTERS / WORDS

HAVE STUDENTS WRITE ON PAPER YOU PROVIDE TO THEM. DICTATE THE FIRST TEN ITEMS BY SAYING THE LETTER NAME. THE NEXT FIVE ITEMS BY SAYING THE LETTER SOUND AND THE LAST FIVE BY SAYING THE WORD.

p	B	k	B	m	B	r	B	s	B
u	B	a	B	e	B	b	B	j	B
/i/	B	/g/	B	/f/	B	/ch/	B	/ō/	B
dot	B	thud	B	step	B	sting	B	blast	B

SCORING

LEVEL

# correct	below 30%	K
x 5	30 - 90%*	1
=	%	90 - 100%* 2

READ WORDS

HAVE STUDENTS READ OFF THE READ WORDS CHART.

cap	B	tub	B	sit	B	led	B	box	B
dent	B	trip	B	club	B	drag	M	lost	B
stamp	B	sling	M	crust	B	blend	B	honks	M
brave	B	stove	B	plates	M	fort	M	parked	B
stain	B	donkey	B	bleed	B	stray	B	spoils	B

SCORING

LEVEL

# correct	-	-
x 4	25 - 60%*	1
=	%	60% - 100%* 2

* Whenever scores overlap (ex. 100% indicated for both Level 1 and 2 in Name Letters section) use other sections to guide decision.

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Intervention Placement Inventory

Formal Assessment

Slide #3 shows a formal assessment I used during Foundations at the beginning of the school year and mid year. Generally, formal assessments are used by schools and districts to look at academic trends over time and to identify subgroups of students who are performing extremely well or unsatisfactorily (Vogt et al., 2016, p.229). I used this assessment to obtain information on what my student knew and what level to group him in for phonics. His sound to letter correspondence, naming letters, reading words, and writing letters/words were assessed. His academic progress was tracked, and if necessary his phonics group was modified. In addition, this assessment will be used at the end of the year to track his overall progress, for data purposes, and for a new annual phonics goal.

Informal Assessment

0:14



am



an



Submit Answers



Share

Glued Sounds

Edit

Switch template



Group sort



Anagram



Open the box



Quiz



Speaking cards

Show all

GAME COMPLETE

Score Time
8/10 1:28

Leaderboard

Show answers

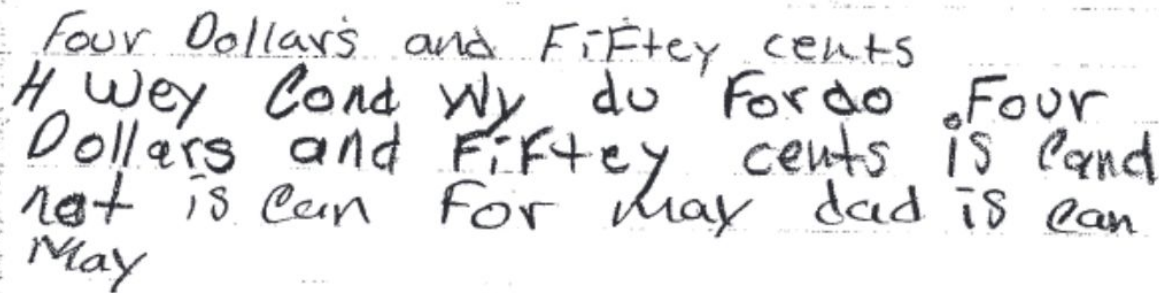
Start again



Slide #4 shows an informal assessment I used at one of the centers during Foundations. Informal assessment involves on the spot, ongoing opportunities for determining the extent to which students are learning content (Vogt et al., 2016, p.228). My student was learning about -an and -am glued sound endings, and I used this interactive educational game to assess his understanding. He clicked on the word and sorted it into the right category. Afterwards, he clicked on submit and it showed him how many were correct. As a teacher, it gave me information on his learning, I could use the information obtained for instructional purposes, and make any changes to the groups if needed.

3. How do YOU assess student progress and learning for your ELLs? Take ONE of the realia student samples from [telpas-annotated-examples-of-student-writing.pdf](#) Download [telpas-annotated-examples-of-student-writing.pdf](#) and assess the example using academic TESOL terms. Include a photo of your example in your presentation.

Student 2
Grade 3
Paper 1



Four Dollars and FiFtey cents
H Wey Cond Wy du For do Four
Dollars and FiFtey cents is Pand
not is can For may dad is can
May

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I selected Student 2 from Grade 3 who exhibits the writing proficiency level of beginning in English. Unfortunately, his/her writing tasks are not meaningful, and they lack vocabulary and English structure. In order for this student to succeed and feel confident in his/her abilities, the teacher should provide him/her with sentence frames, visuals, and a word box. In addition, the teacher should model the writing for this student. The teacher should also know the proficiency level for this student because this student has a great dependence to be provide with the necessary supports and structures to complete the task.

4. What are ways to provide specific constructive affirmations 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.



Link:
<https://www.classdojo.com/>





I use ClassDojo to provide my students with constructive affirmatives to keep them progressing and motivated. Students are able to give themselves points for being on task, participating, helping others, persistence, teamwork, and working hard. In addition, points can be personalized based on each students' achievement. This application has been a great motivator for my students to strive to do their best every day. Ultimately, this application allows me to have a stronger rapport with my students' parents, and it also allows parents to motivate their child during the school day.

Reference

Vogt, M., Echevarria, J. J., & Short, D. J. (2016). Making content comprehensible for English learners. (5th ed.). Pearson: New York.