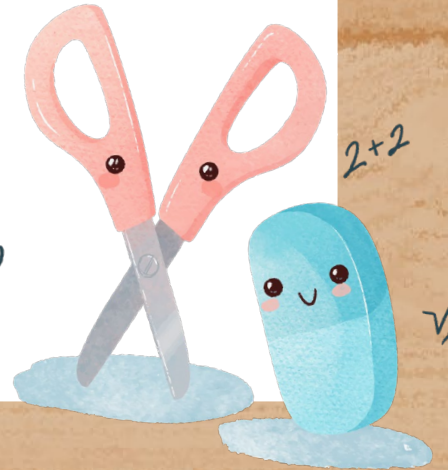
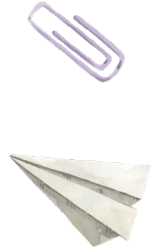


EDDN 637

# Module 9: Review & Assessment

Maddie Derwin





# SIOP Lesson Plan !



[Click here to access my lesson plan!](#)





What is your responsibility as a TESOL professional in terms of the Initial Assessment of Language Proficiency?

Choosing valid, reliable tools that are suited to my student population

Gathering comprehensive language samples across all 4 modalities, pinpointing strengths & areas that require targeted instruction


Using appropriate accommodations when necessary (translation support, extended time, etc.)

Work with classroom teachers, administrators, and support staff to ensure coherent programming



What did you learn in Chapter 9 (p. 225 -253) about assessment? Is there a specific strategy you'd like to try? Quote directly from the textbook with page numbers and explain how this will help assist your MLs.

Something that I learned in Chapter 9 is that there are a variety of ways to teach ideas for review and assessment. These "can be accomplished with individual, group, or whole-class activities" (Echevarría, Vogt, & Short, 2009, p. 235). One strategy that I would like to try is the use of *Word Study* books. These are books that "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)" (Echevarría, Vogt, & Short, 2009, p. 235). This will help me to assist my ML students by combining visual, kinesthetic, and linguistic learning. I can assist them by:



Building vocabulary retention by having students remember the words that they've drawn and labeled.

Building confidence in students by having them create their own reference tool.

Having accessible spelling support that students can use on their own, promoting independence.


Supporting thematic learning by connecting content-based vocabulary to conceptual understanding.

Reinforcing all 4 modalities by creating entries involving reading, writing, listening, and speaking.



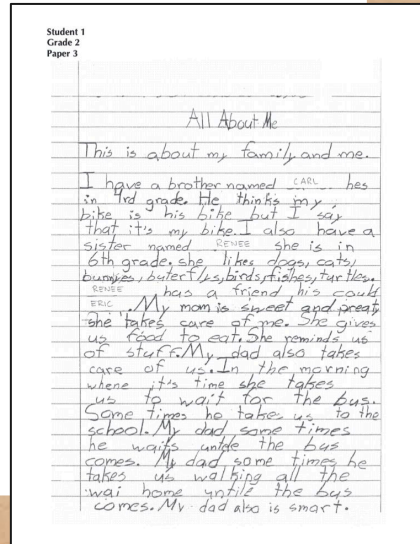
## How do YOU assess student progress and learning for your ELLs?

Take ONE of the realia student examples from [texas-annotated-examples-of-student-writing](#) and assess the example using academic TESOL terms. Include a photo of your example in your presentation.



I assess student progress and learning for my ELLs by keeping a notebook of all of their work samples. This is beneficial for me, as an educator, because I can see the progress that my students are making over the school year.

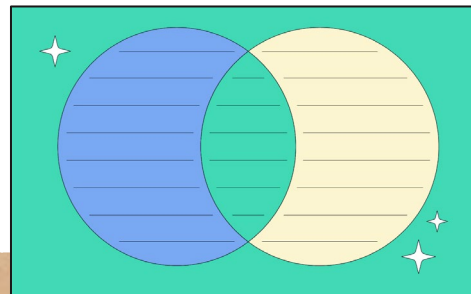
I chose *Student 1, Grade 2, Paper 3* assess using academic TESOL terms. This student demonstrates emerging control of writing in the English language while demonstrating characteristics of an early intermediate ELL at the 2<sup>nd</sup> grade level. A strength about this piece of writing is that it follows a logical structure of using an introduction, talking about family members, and using concluding details. The student also uses a variety of vocabulary attempts while showing lexical range. For example, “butterflies”, “bunnies”, and “wai home”. An area of concern is the use of syntax. There is an unclear antecedent and verb form in the sentence, “Renee has a friend his could Eric”. The student demonstrates spelling errors the reflect phonetic approximations. This includes vowel representation and morphological awareness of plurals. Throughout the writing sample, there is also a repetitive use of sentence structures. For example, the student says “my dad some times he..” in a repeated pattern multiple times.



In your field observations, what type of assessments did you observe?

In my field observations, I have observed a variety of beneficial assessments for ELLs. These include a teacher observation checklist, describing the important characteristics or main concept, compare and contrast, sentence frames, mind map, and creating a comic book.

The most interesting word I learned today was _____ because _____	I never knew that _____
I learned that _____	Today I read _____ by _____. The most exciting part was _____



[Blank panel with a speech bubble]	
[Blank panel with a lightning bolt]	[Blank panel]
[Blank panel]	[Blank panel with a speech bubble]
[Blank panel with a thought bubble]	[Blank panel]
Title: _____	Name: _____



## Resources

Echevarría, J., Vogt, M., & Short, D. (2009). *Making Content Comprehensible for Secondary English Learners: The SIOP Model*. Elim usupport Word Press. [https://elimusupport.wordpress.com/wp-content/uploads/2016/08/making-content-comprehensible-for-secondary-english-learners\\_the-siop-model.pdf](https://elimusupport.wordpress.com/wp-content/uploads/2016/08/making-content-comprehensible-for-secondary-english-learners_the-siop-model.pdf).

