



Project LUISA

Language Understanding to Improve Student Achievement

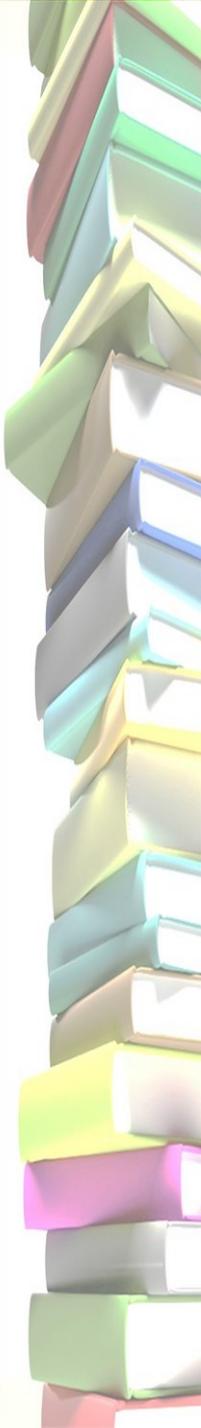
Session 6. Feb 20, 2013

1. Welcome: Authentic formative assessment
2. Language Proficiency Assessment
 - purposes
 - stages of development & identifying student levels
 - methods you can use
3. Classroom assessment of language
 - authenticity
 - writing, speaking, and reading assessments
4. Looking Forward



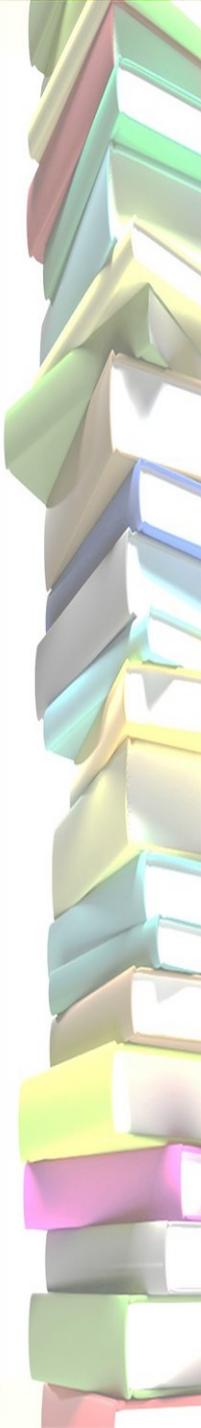
Think-Pair-Share

Assessment of English Language Learners: Issues and Considerations



Purposes of Assessment

- Diagnosing individual student needs
- Providing accountability information
- Evaluating programs
- Informing instruction



NCLB and ELLs

For ELL students, there are three purposes for assessment, as defined within NCLB:

1. Identification as limited English proficient

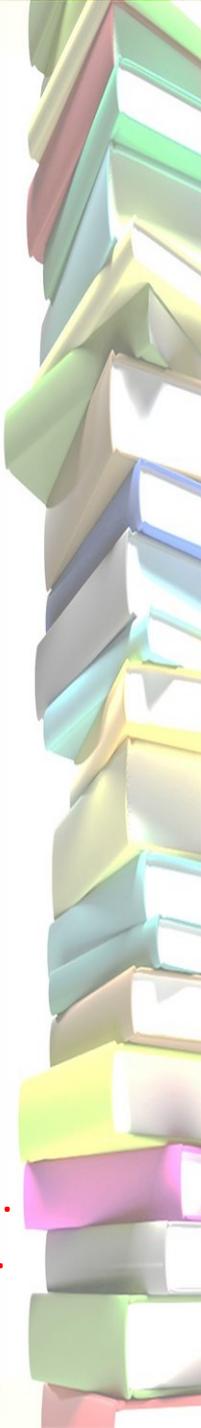
Woodcock-Munoz Language Survey: given when student enters CSD

2. Annual progress in and eventual attainment of English Language Proficiency (ELP)

*Oregon's ELPA (English Language Proficiency Assessment): given at the end of each school year. Explore the practice test at <http://www.oaks.k12.or.us/students.html>. Choose a grade level and complete the practice test as a "guest." Note: use Firefox as your browser. CSD also uses the *ADEPT* test for assessing individual students' progress twice a year: January and May.*

3. Achievement in the content areas.

This includes development in the English language AND content instruction. Therefore, a program that only provides ELD (for language) is not sufficient. Schools need to provide a bilingual program for content instruction OR sheltered English instruction for when students are not in ELD.



Stages of Second Language Acquisition

Herrera & Murry (2005) ELP Standards (ODE)

Preproduction (Silent Period)

Early Production

Speech Emergence

Intermediate Fluency

Advanced Fluency

Beginning

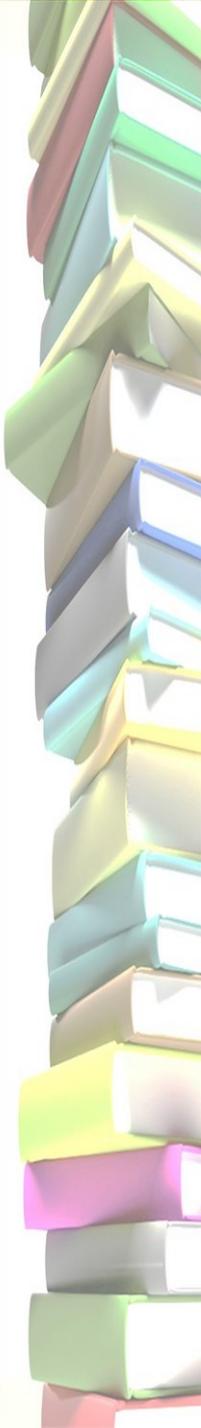
Early Intermediate

Intermediate

Early Advanced

Advanced

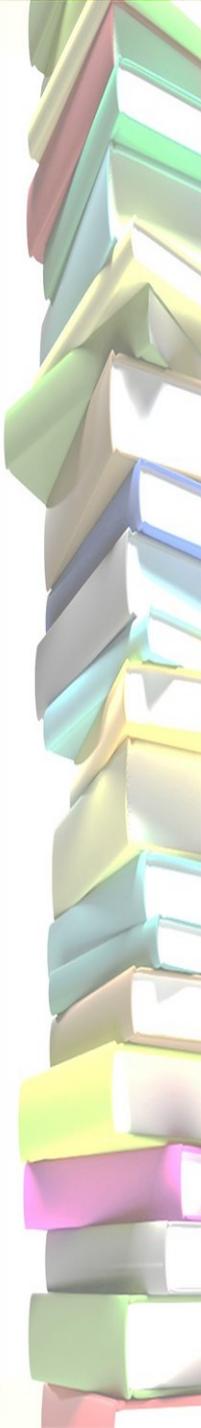
***Proficient (no longer
labeled an ELL)***



Video

As you watch the video, think of the ELLs you have in your own classroom. Where would you place your students?

http://www.youtube.com/watch?v=Eoca1Ou_6TE



Some Ways to Assess ELLs in Oral Language, Reading and Writing

Oral Language

- informal conferencing
- observation during cooperative activities
- interview—Q & A
- picture-cued descriptions
- story-telling/relating events
- impromptu role plays
- debates
- various oral presentations
- video production
- *What else?*

Reading and Writing

- graphic organizers to classify words or phrases
- sequencing pictures, sentences, or paragraphs
- drawing based on written text
- matching words with pictures, words, phrases, sentences; matching sentences with paragraphs
- underlining or highlighting main ideas or supporting details
- cloze exercises, miscue analysis
- discussion groups, comprehension ?s
- essays (expository, persuasive)
- narratives (real or fictional)
- summaries
- notes, journals, and logs
- portfolio of writing samples
- *What else?*

Brainstorming...

- Look at the two resources for today's session on our website:
 - Identifying and Developing Language Proficiency
 - Developmental Levels of ELLs
- What would be appropriate assessment tasks for the ELLs you currently have in your class?

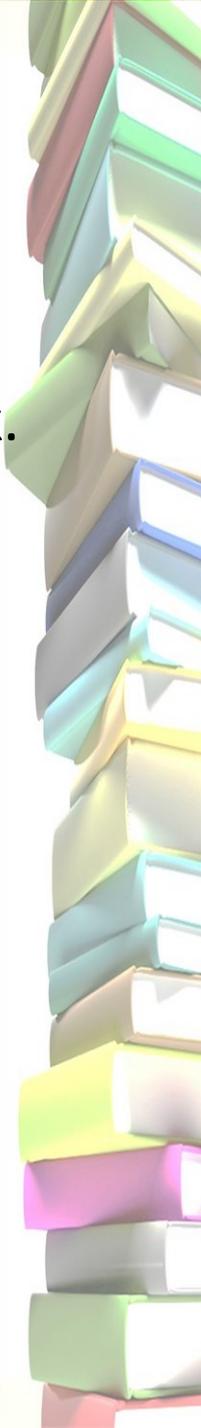
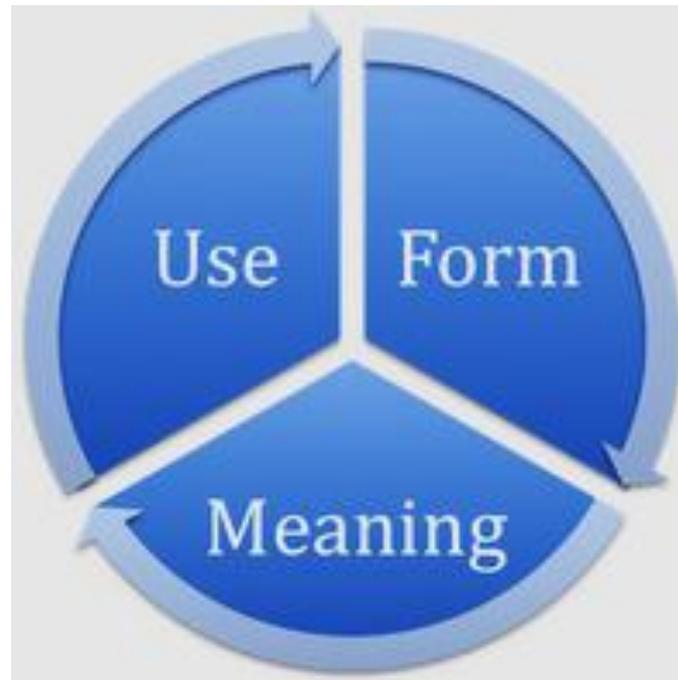




Authentic Formative Assessment

closely monitoring ELL's language development
by observing their ability to listen, speak, read, and write
in order to be a part of the class and do their school work.

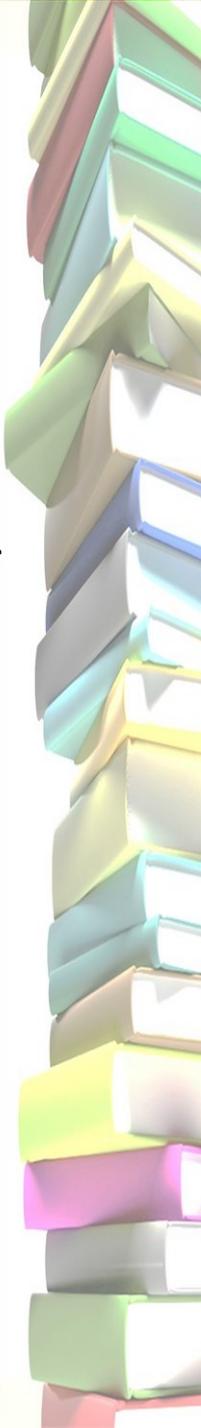
Authentic
assessment tasks are real, communicative uses of language



Authentic Formative Assessment

Writing, Speaking, Reading, Listening

- Think of an ELL in your class.
- To what degree of accuracy does he/she use prepositions of direction and location?
of, in, to, on, at, from, by, into, through, after, over, between, out, against, before, under, among, around, toward, within, across, off, behind, along, up, upon, near, beyond, onto, above, outside, inside, throughout, down
- whole student vs. specific lg. use
- anecdotal evidence
- we need some pre and post testing



Writing Assessment

Function: referring to outside sources of information

Form: reporting clause with direct quotation
reporting phrase with direct quotation

Examples

Reporting clause

The way teachers in the US emphasize creativity, Lipson says, “has a profound impact on the way classes are taught” (44).

Reporting phrase

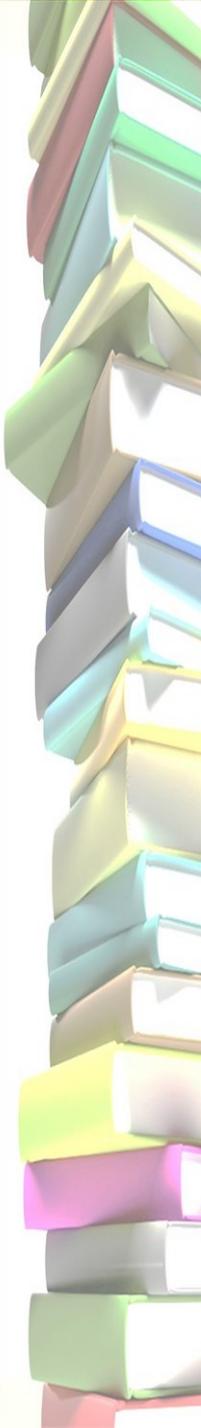
According to Lipson, the way teachers in the US emphasize creativity “has a profound impact on the way classes are taught” (44).



A Pre-test (need not be a formal 'test')

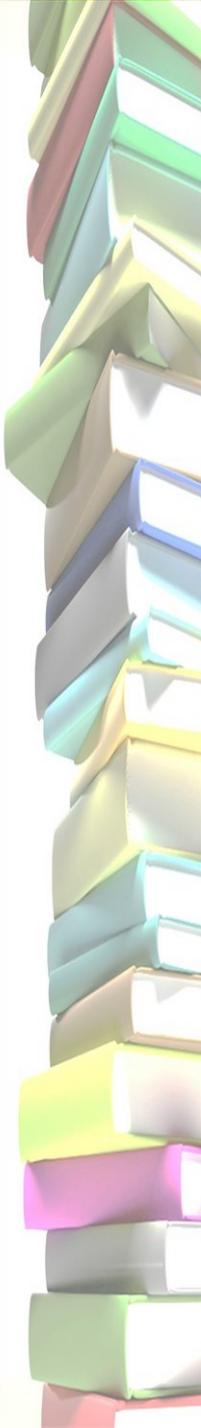
Read the student paragraph below.

When an international student comes to the United States to study at university, he or she might need to adjust to a different kind of teaching and learning. Teachers in the US want students to be creative and critical thinkers. This means students need to think for themselves. They should do more than read the assigned books and listen to the teacher in class. This also leads to a different kind of teaching. The professors in the US will not stand and talk for the whole class and expect students to only listen and write notes.



Now read this paragraph on the same topic by Professor Charles Lipson. The paragraph is from pages 44-45 of his book *Succeeding as an International Student in the United States and Canada*. Published in 2008 by the Univ. of Chicago.

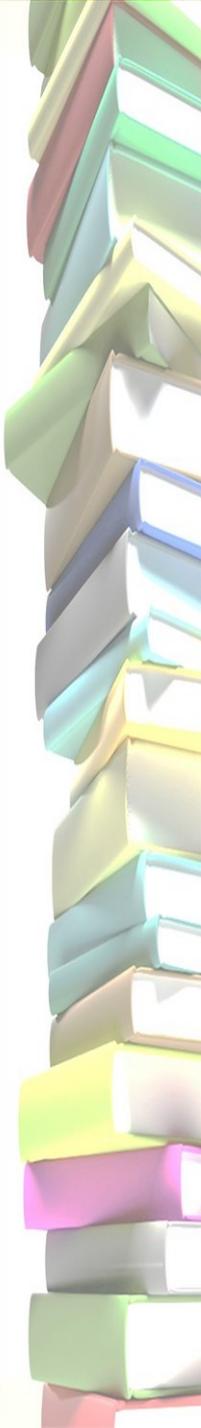
This emphasis on creativity has a profound impact on the way classes are taught. As international students soon realize, there are fundamental differences between classrooms in North America and those in [many other countries]... This more active style of learning takes some getting used to. As you'll soon discover, debate is a regular feature of higher education in North America. Questions, skepticism, and even disagreement are actually encouraged. This brisk discussion fosters critical thinking and is not disrespectful to your professor or your classmates, if you treat everyone courteously and if you do the necessary homework (so your opinions are well grounded).



This pre-test is done on a computer

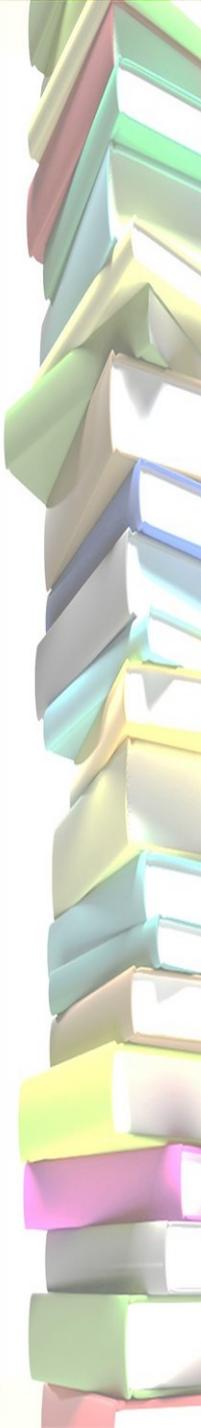
The student paragraph can be better if you add some detail, especially details from an expert on the topic.

1. Copy and paste the student paragraph.
2. Find information in Lipson's paragraph that would be good to add to the student's paragraph.
3. Add at least two sentences of information to the student paragraph.
4. Use appropriate citation methods with the information you add.



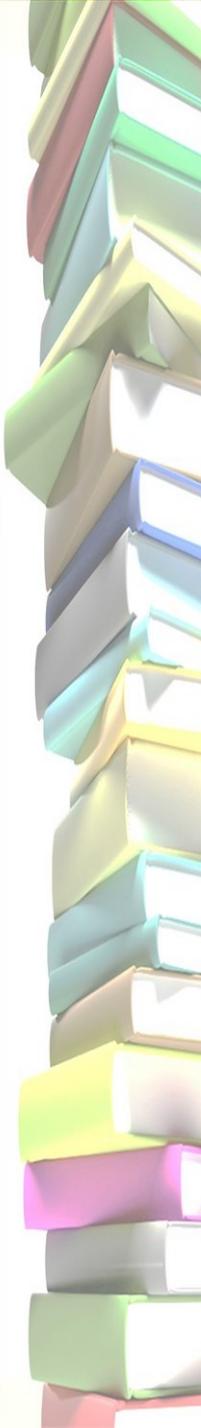
Rubric

- 1) chooses appropriate sentences from Lipson's paragraph but does not place them in the student paragraph.
- 2) places appropriate information from Lipson's paragraph into the student paragraph but does not visually indicate which sentences are from Lipson and does not cite the source.
- 3) visually distinguishes appropriate and accurate quotes, but does not cite the source.
- 4) uses quotation marks appropriately and accurately, and uses a variety of signal clauses and phrases.



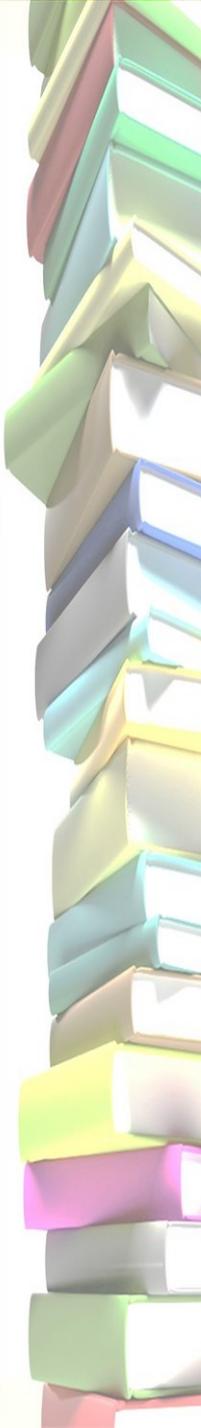
Example answers

When an international student comes to the United States to study at university, he or she might need to adjust to a different kind of teaching and learning. **“As international students soon realize, there are fundamental differences between classrooms in North America and those in [many other countries]... Your goal [as an international student] should be to combine a thorough knowledge of the assigned materials (the best part of your prior education) with your own critical insights (the best part of your new education).”** Teachers in the US want students to be creative and critical thinkers. **“Questions, skepticism, and even disagreement are actually encouraged.”** This means students need to think for themselves. They should do more than read the assigned books and listen to the teacher in class. This also leads to a different kind of teaching. The professors in the US will not stand and talk for the whole class and expect students to only listen and write notes.



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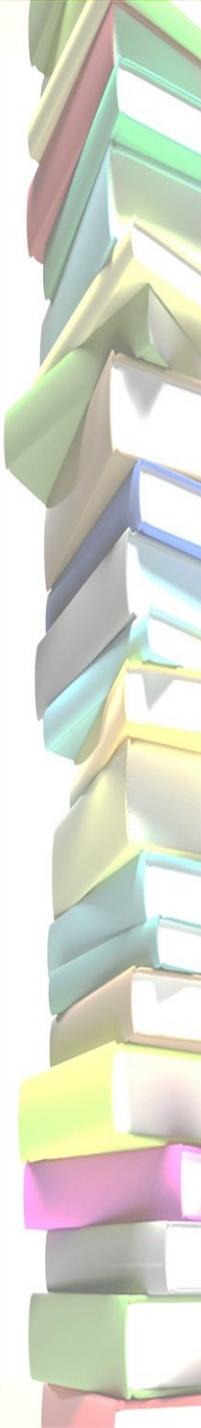


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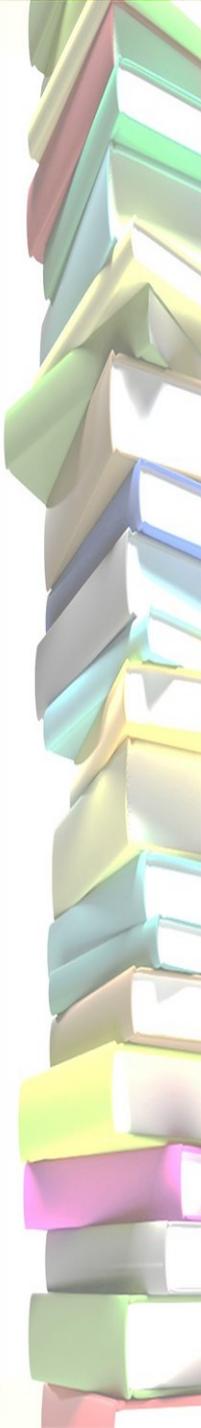
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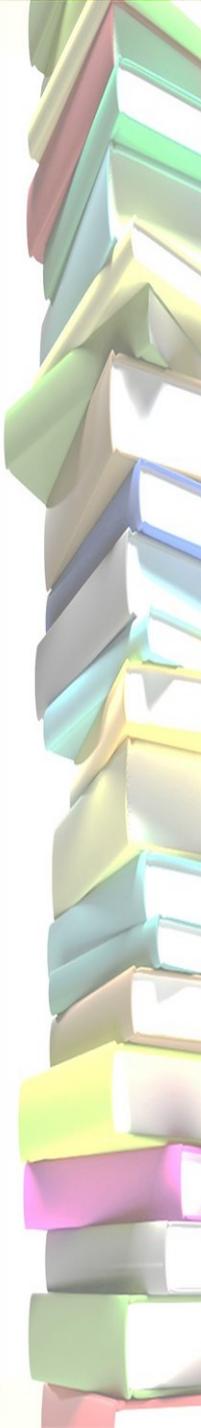
This more active style of learning takes some getting used to. But, as you'll soon discover, debate is a regular feature of higher education in North America, and professors' own views are part of it. Questions, skepticism, and even disagreement are actually encouraged. This brisk discussion fosters critical thinking and is not disrespectful to your professor or your classmates, if you treat everyone courteously and if you do the necessary homework (so your opinions are well grounded).



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When an international student comes to the United States to study at university, he or she might need to adjust to a different kind of teaching and learning. **"As international students soon realize, there are fundamental differences between classrooms in North America and those in [many other countries]" (Lipson, 2008).** Teachers in the US want students to be creative and critical thinkers. This means students need to think for themselves. They should do more than read the assigned books and listen to the teacher in class. This also leads to a different kind of teaching. The professors in the US will not stand and talk for the whole class and expect students to only listen and write notes. **"debate is a regular feature of higher education in North America, and professors' own views are part of it." (Lipson, 2008).**



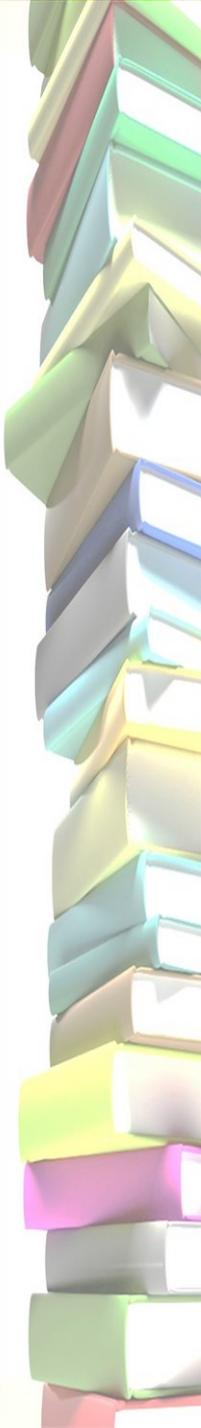


Examples from final essays

Selvadurai and Ranjani mentioned in their survey that “International students’ difficulties in understanding lectures, expressing ideas and writing reports have been attributed to a lack of proficiency in English” (156).

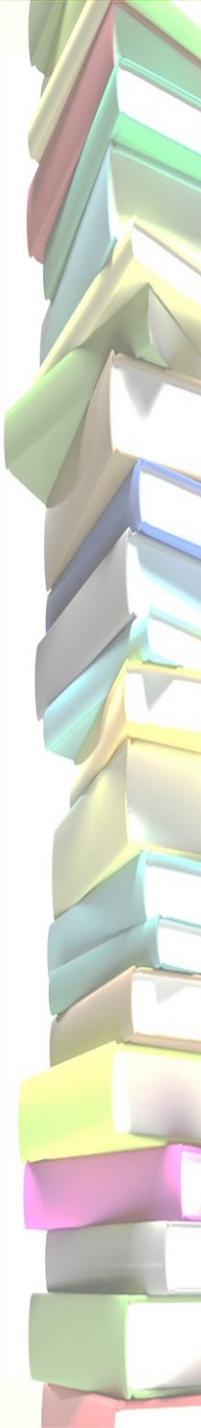
The survey by Sherry showed that “Muslim students comprise a big population of international students and their religious concerns are very poorly addressed” (41).

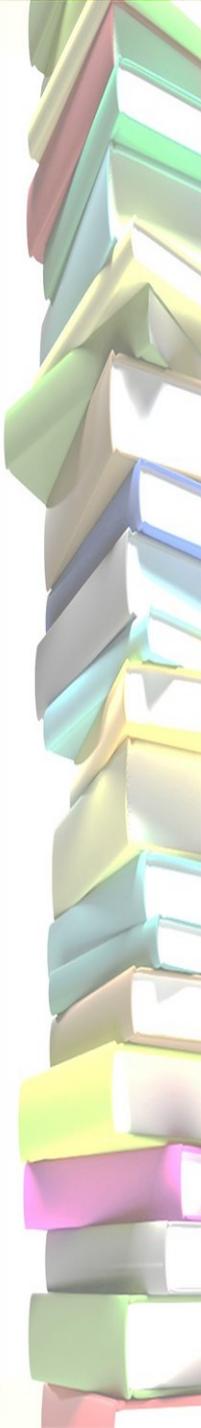
According to Selvadurai and Raniani, they thought the language problem is the first barrier that appears for the international students. “Research studies indicate that the first barrier encountered by international students is language” (155).



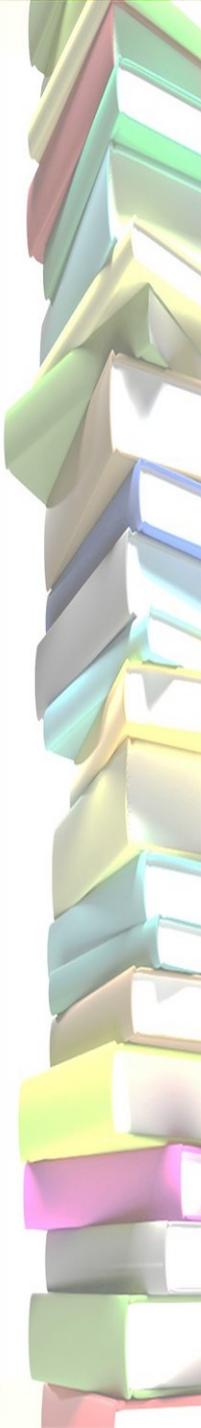
Other Writing Assessments

- essays (expository, persuasive)
- narrative (real or fictional)
- summaries
- notes
- journals and logs
- portfolio of writing samples



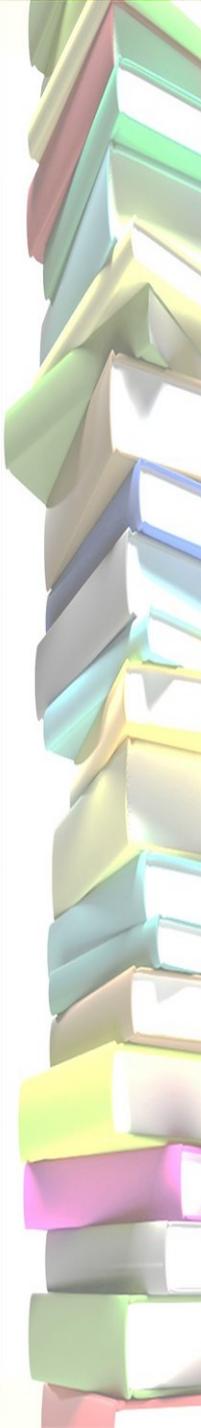


Speaking Assessment



Speaking Rubric

| focus | begin | early interm | interm | early advanced | advanced | proficient |
|-------------------|----------------------------|---|---|---|---|--|
| fluency | fragmentary speech | hesitant, telegraphic, long pauses | conversant but with pauses to search for words | occasional hesitations | minor but noticeable hesitations do not interfere | fluent speech consistent with grade level |
| form (grammar) | no evidence of syntax | consistent errors of word order and grammar | frequent errors sometimes obscure meaning | mistakes are with advanced structures and forms | occasional errors do not obscure meaning | word order and grammar consistent with grade |
| vocab | isolated words and phrases | uses high frequency words and phrases | uses social lg. w/some academic words | uses idioms and most academic words | near grade-level vocab but with minor gaps | word and idiom choice at grade level |
| comprehension | very little evidence | understanding of slow and supported speech | general understanding of social and some academic | complete for social but not academic | nearly full understanding | grade level comprehension |

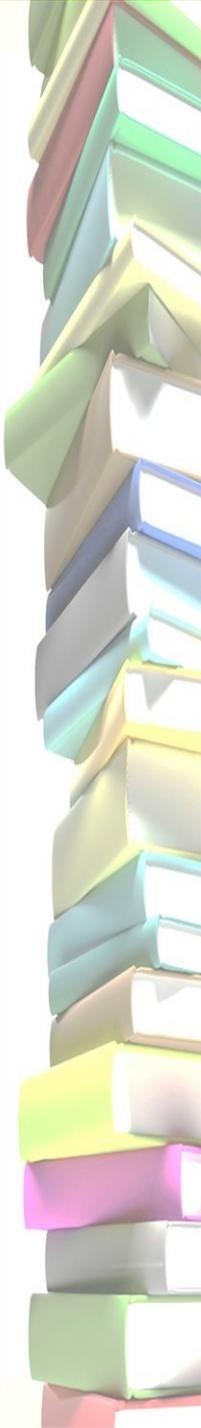


Speaking Assessment

Let's try an elicitation task.

Get a partner.

One of you will need to leave the room while I talk to the test administrators.



Speaking Assessment

Function: Explain characteristics of people, things, & places

Form: Statements and questions with “There was/were...”

Examples

Existential ‘there’ is used before a linking verb to introduce new information by placing it in the focal point of the sentence (after the verb).

Most common form

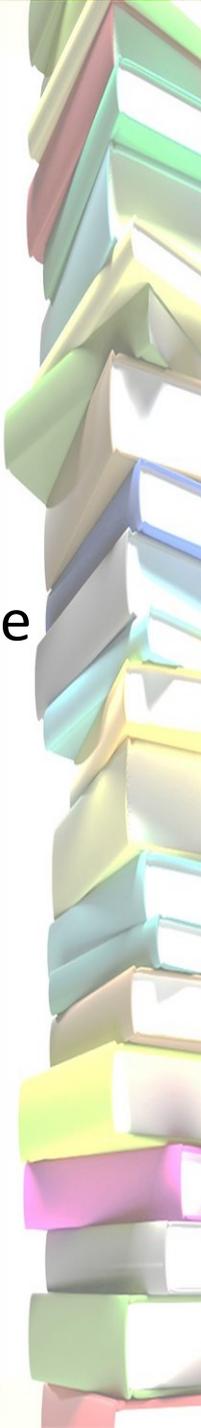
there + BE + noun phrase + place or time adverbial

There’s a bear sitting in the corner.

There are many fish in the sea.

compare to:

A bear is sitting in the corner. Many fish are in the sea.



Speaking Assessment

Function: Explain characteristics of people, things, & places

Form: Statements and questions with “There is/are...”

Elicitation task

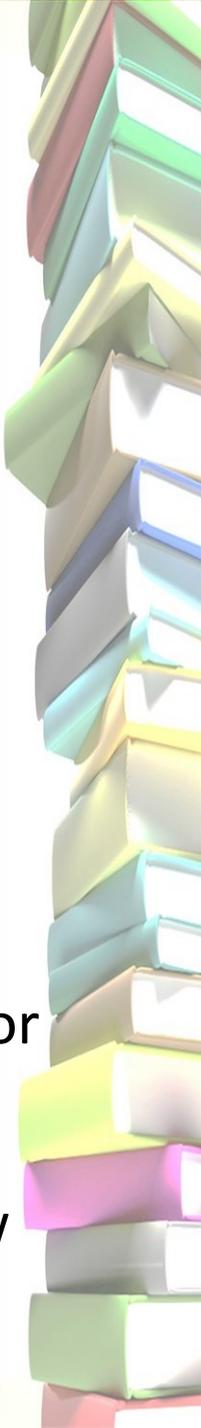
I will display a photo.

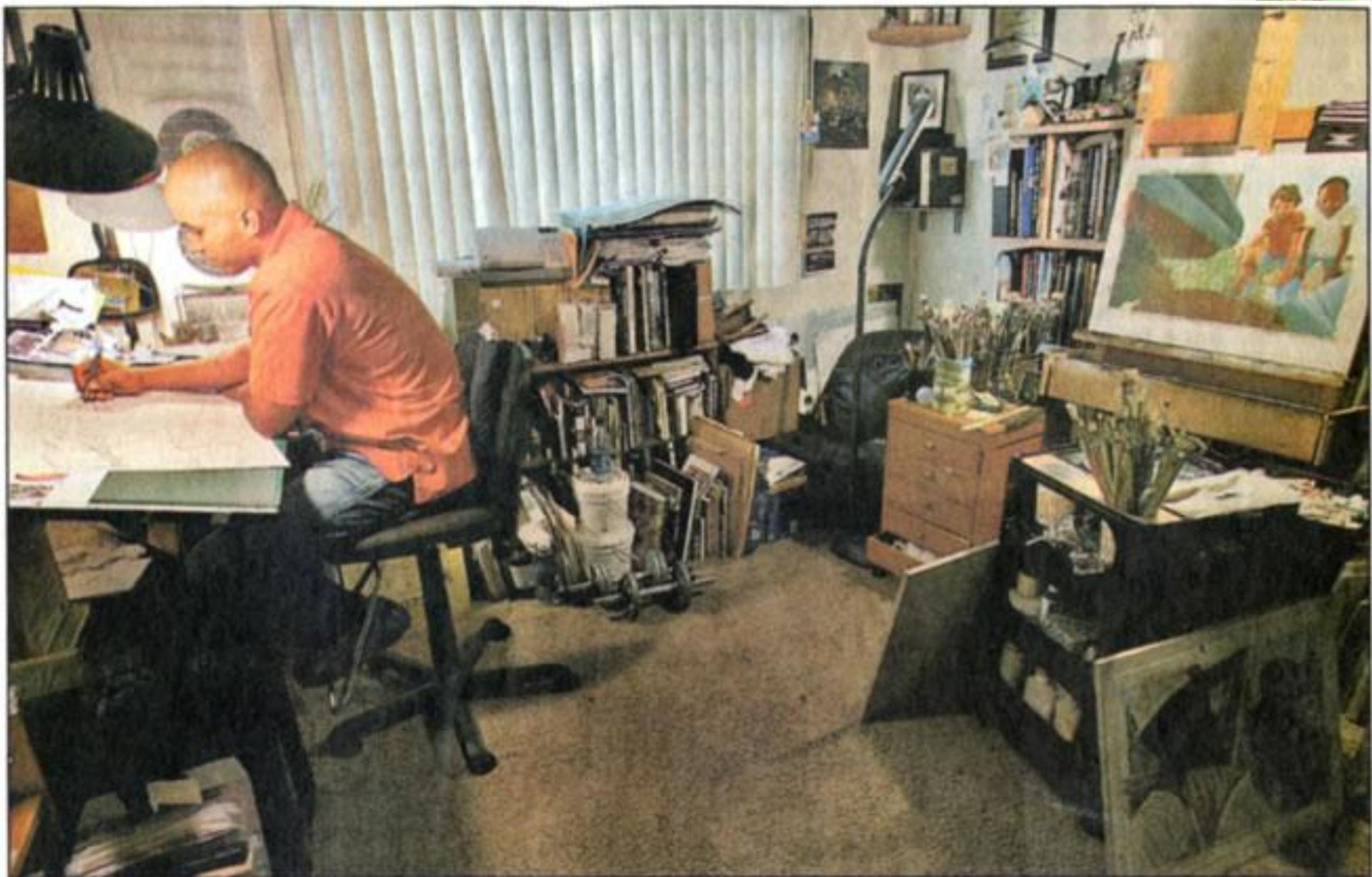
When your partner comes in, greet them as normal and then point out the picture.

Say: “Is there anything interesting about this photo?”

You are listening for any statement that begins with “there’s, or there is, or there are”.

If the student does not produce the structure, try saying “how many _____ are there?”

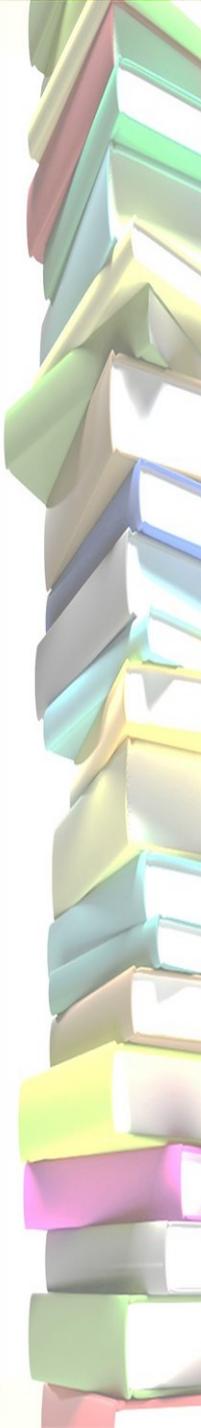




Speaking Assessment

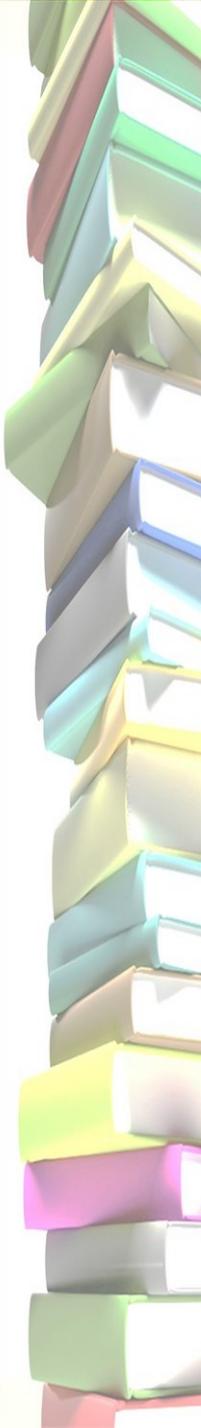
Things to remember with tasks like this:

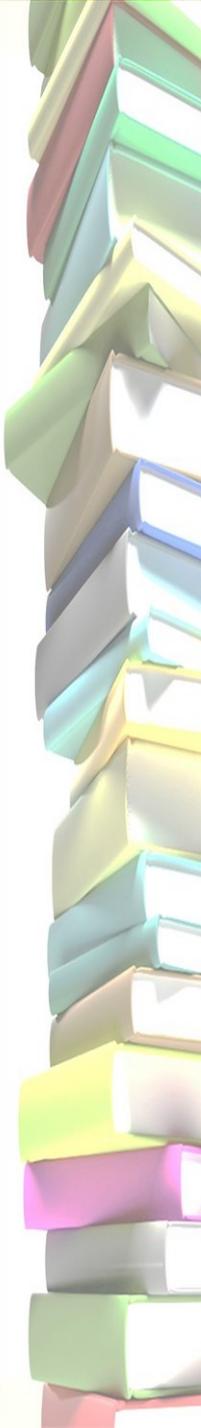
- You might not elicit the target form.
- Keep your rubric and notes handy.
- Use the photos or pictures from the books your students have been reading.
- Focus on fulfilling a communicative function: explaining



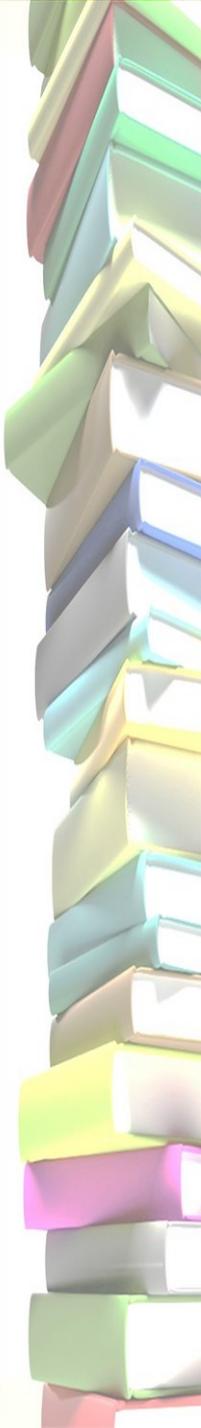
Other Speaking Assessments

- informal conferencing
- observation during cooperative activities
 - group project, information gap, etc.
- interview—question & response
- picture-cued descriptions or stories
- telling a story / relating events
- impromptu role plays
- debates
- various oral presentations
 - reports, acting, ‘television broadcasts’
- video production



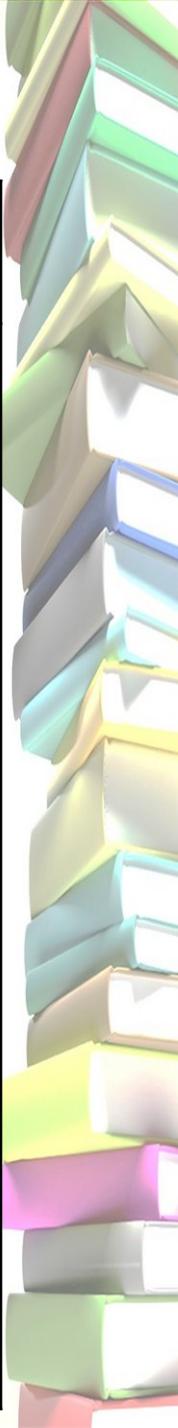


Reading Assessment



Reading Rubric

| begin | early interm | interm | early advanced | advanced | proficient |
|---|--|--|---|--|--|
| Attends to pictures and diagrams in books but does not connect with words. Begins to recognize letters and sounds in context and identify some environmental print. | Sometimes memorizes and repeats language patterns in books. Connects sounds to letters and words and word families. Identifies some high-frequency words and phrases. Matches words and phrases to pictures. | Understands familiar and predictable text that is often visually supported. Uses the sound symbol correspondence to decipher unfamiliar words. Has developed a site vocabulary words in context. Begins to use reading strategies. | Constructs meaning from simple texts independently. Makes predictions and connections between familiar content and real-life situations with teacher guidance. Uses a growing number of reading strategies. | Comprehends most texts including content-related material. Draws inferences from texts with teacher guidance. Uses several reading strategies appropriately. | Comprehends grade level texts, including content-related materials. Draws inferences as appropriate and uses multiple reading strategies consistently. |



Reading Assessment

Function: Explain characteristics of people, things, & places

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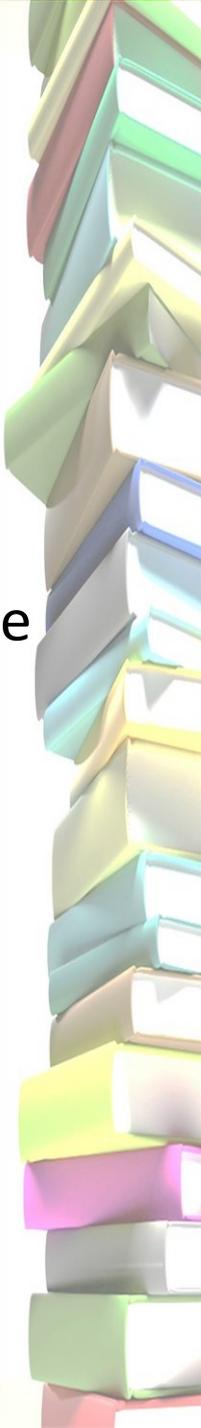
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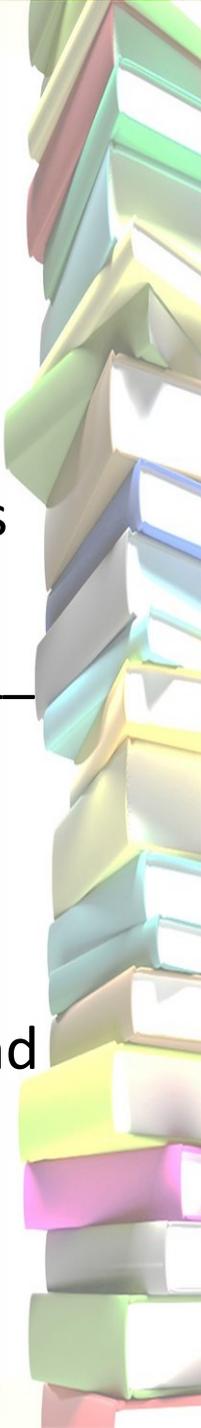
Cloze passage

from a first-hand description of a volcanic eruption

The sun was setting and the light was magical. I began to shoot my film. I was lucky. It _____ almost twenty minutes before the sea won the battle and cooled the top of the lava river into a filmy black crust. The tube sealed over again _____ the show ended. The air grew still. _____ were waves smacking against the cliff.

I took _____ deep breath and realized I might have been the first person to photograph this kind of volcanic event. I looked down at my arms. There _____ a pink lava sunburn and I could feel my face glowing.

-slightly adapted from *Literacy by Design*, Grade 3



Other Reading Assessments

- using graphic organizers to classify words or phrases into groups
- sequencing pictures, sentences, or paragraphs
- drawing based on written text
- matching words with pictures, words, phrases, sentences; matching sentences with paragraphs
- underlining or highlighting main ideas or supporting details
- cloze exercises (with or w/o a word bank)
- reading miscue analysis
- reading strategies checklist
- reading discussion groups
- comprehension questions







Project LUISA

Language Understanding to Improve Student Achievement

Looking Forward

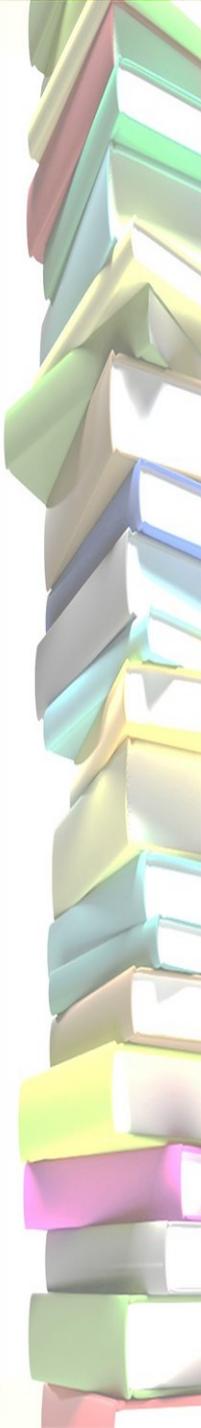
Fri, Mar 1 (final Fri). Session 7: Designing Assessments

- no reading
- Bring your materials and work so far.
- **This will be a workshop format for making in-class assessment materials.**
- Bring your Azar grammar chartbook.
- Check out our course website as we add resources.



Developing a Rubric

- Identify desired results (what students should know and be able to do at the end of the unit)
- Determine acceptable evidence (task and criteria for success)
- Make rubric clear to the students when the assignment is given



Effective Practices

- Use daily teaching events
- Match assessments to instructional practices
- Use a variety of tools
- Use assessment to plan instruction
- Make assessments recursive

