



Western Oregon
UNIVERSITY



Project High-5

Culture, Collaboration, Commitment, Communication, & Community

Session 3. Wednesday, August 20, 2014 8:00 – 4:00

1. Four Language Skills and Classroom Assessment

Break

2. Standardized Assessments

Lunch

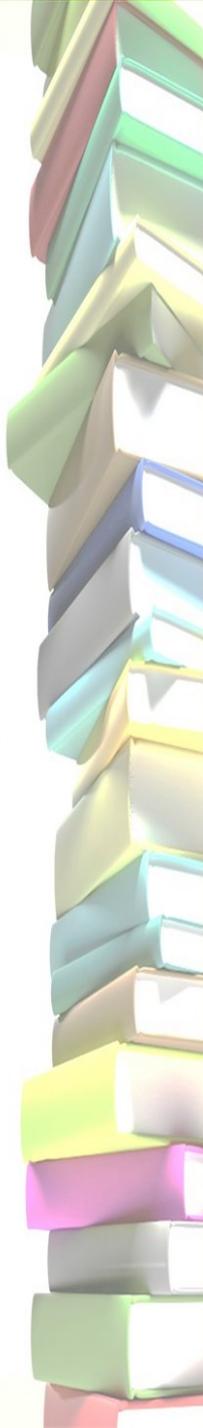
3. Work Time/Planning for Presentations

4. Presentations

5. Evaluations

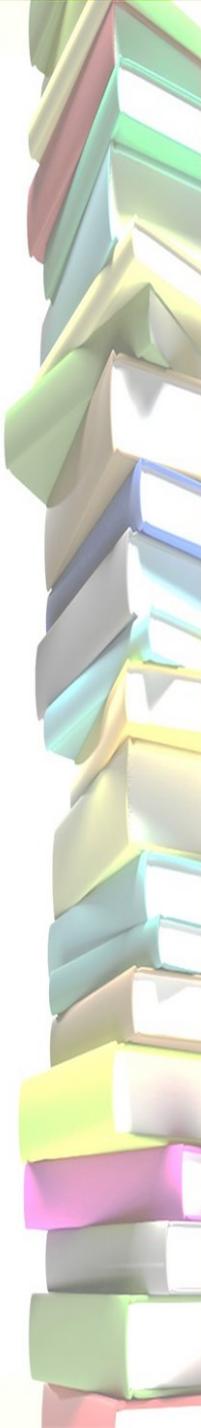


Reflection and Discussion: Assessment of Language Learners

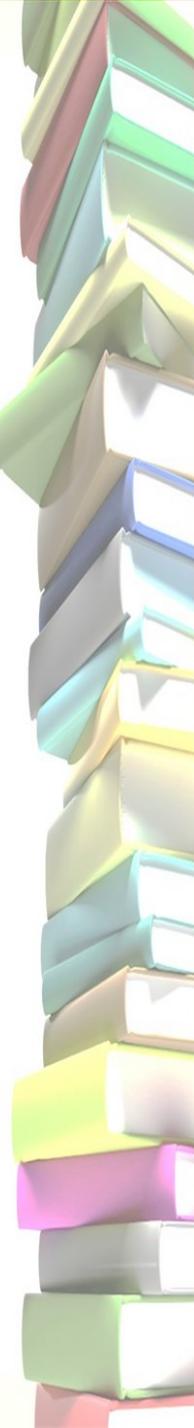


An important principle to remember...

ELD instruction should provide extensive **input, and it should also give students opportunities for **output** and **interaction**.**



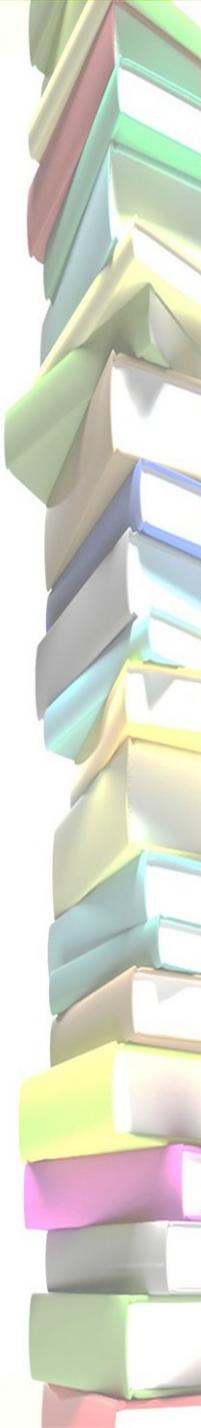
Oracy and Literacy



R	ORACY		P
E			R
C			O
E	Listening	Speaking	D
P			U
T			C
I	Reading	Writing	T
V			I
E			V
	LITERACY		E

ELP Standards

Modalities	Domains	Corresponding ELP Standards	
Receptive	Listening and Reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
Productive	Speaking and Writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
Interactive	Listening, Speaking, Reading, and Writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing



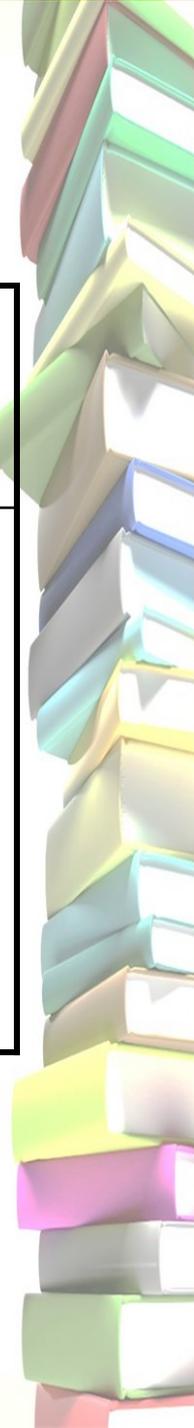
Listening

Listening to Repeat	Listening to Understand	Listening for Communication
<ul style="list-style-type: none">•Poems•Songs•Chants•Dialogues	<ul style="list-style-type: none">•TPR•Listen & answer comprehension questions•Listen and take notes<ul style="list-style-type: none">–Dialogues–Lectures–TV shows/videos	<ul style="list-style-type: none">•Communicative games•Information-gap activities•Interviews•Cooperative problem-solving



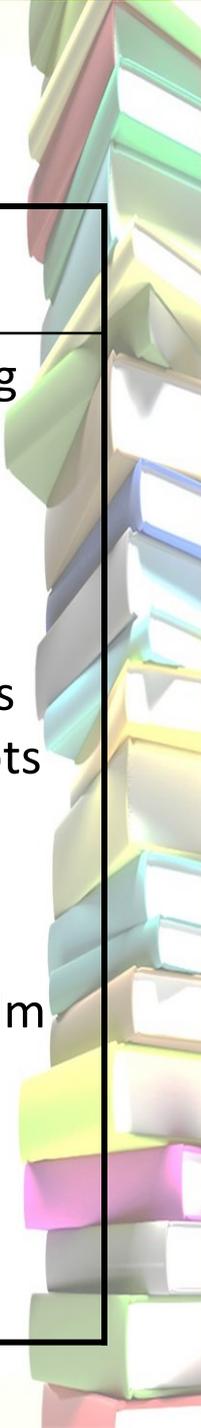
Speaking

Guided Practice	Communicative Practice	Free Conversation
<ul style="list-style-type: none">•Dialogues•Mini-conversations•Role plays•Strip stories	<ul style="list-style-type: none">•Simulations•Guessing games•Brainstorming•Interviews•Surveys	<ul style="list-style-type: none">•Discussion groups•Debates•Panel discussions•Storytelling



Reading

Pre-reading	During-reading	Post-reading
<ul style="list-style-type: none">• Build background knowledge• Relate to students' lives• Pre-teach vocabulary and concepts• Examine text organization• Modify the text to make it accessible for ELLs (e.g., highlighting, drawing diagrams, adding notes in native language, making an audiotape)	<ul style="list-style-type: none">• Using Headings and Subheadings• Vocabulary Strategies/Clustering• Jigsaw Procedure• Learning Logs• Graphic Organizers• Illustrating Stories and Poems/Story Mapping	<ul style="list-style-type: none">• Journals/learning logs• Photo essays• Written and oral collaborative research projects• Developing Scripts for Readers' Theater• Adapting Stories into Plays and Film Scripts

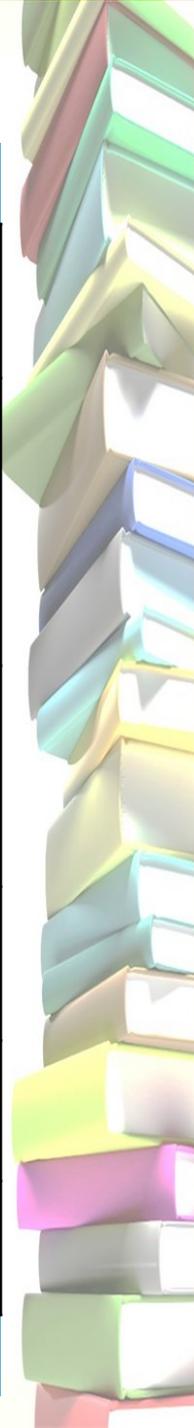


Writing

MOST SUPPORT

Teacher writing	The teacher demonstrates the writing of a text, discussing his/her thinking as he/she writes
Shared writing	The teacher records a text that the children dictate; supports student generation of ideas by asking questions and reflecting on text content, development, organization, conventions, etc.
Choral writing	Teacher and children write a text together; teacher and individual students take turns generating and recording new ideas
Guided writing	Individual children write a text, with the teacher providing support as necessary
Paired writing	Two children write a text together
Independent writing	Each child writes a text independently

LEAST SUPPORT



Look at the lessons you have developed so far

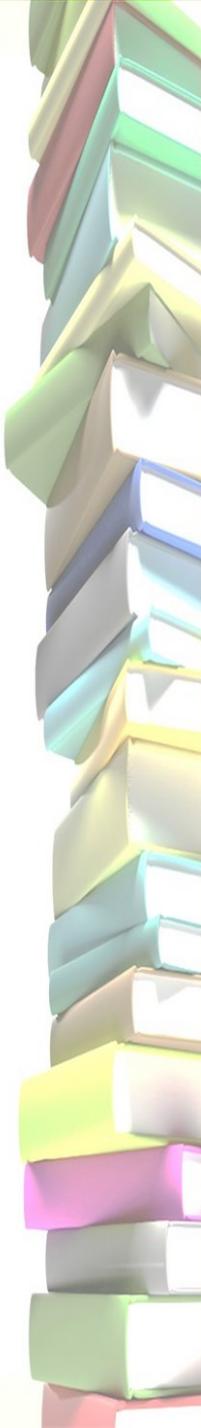
- Identify activities that encourage students to practice...

–**Listening**

–**Speaking**

–**Reading**

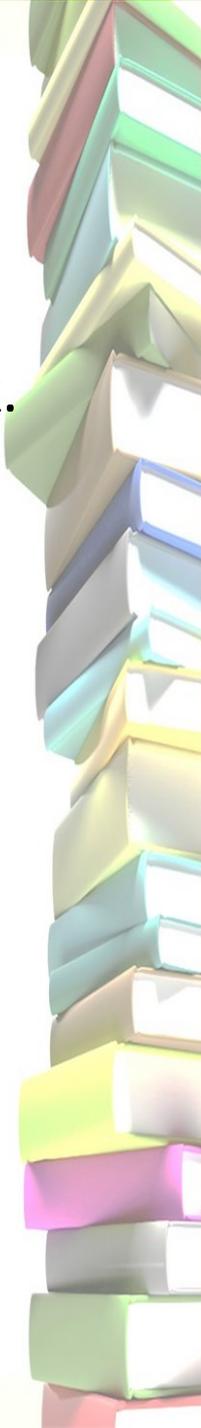
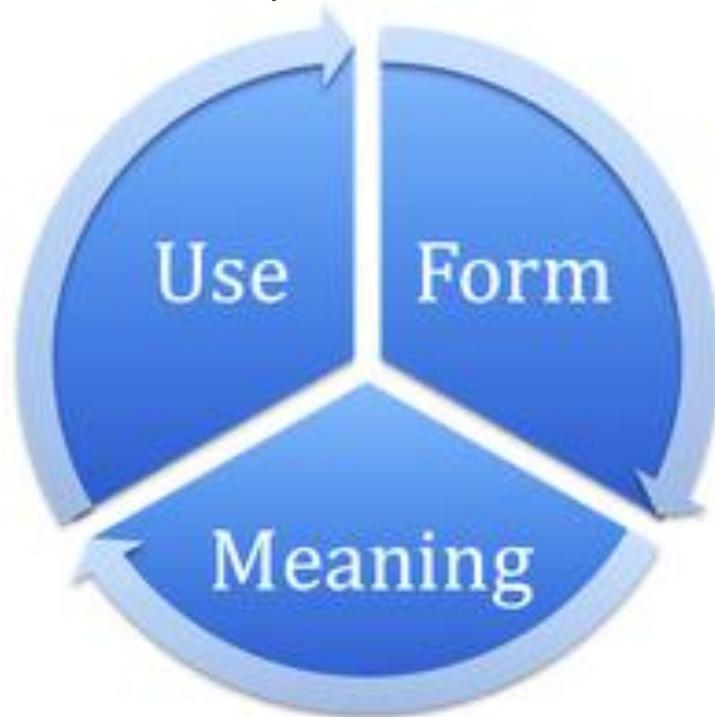
–**Writing**



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



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

Oral Language (List & Speak)

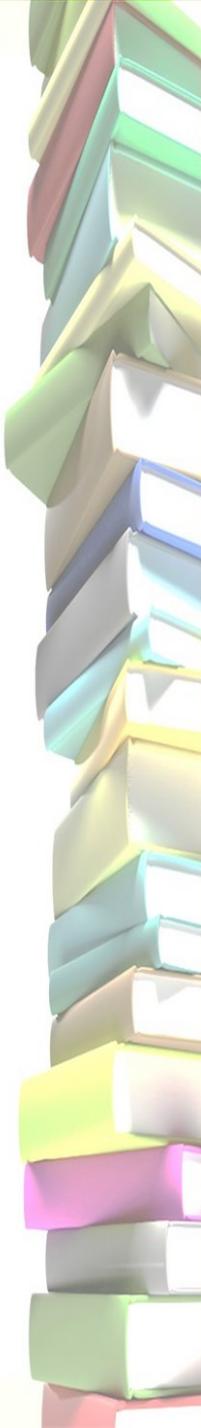
- informal conferencing
- observation during cooperative activities
- interview—Q & A
- picture-cued descriptions
- story-telling/relating events
- impromptu role plays
- debates
- various oral presentations
- video production
- *What else?*

Reading and Writing

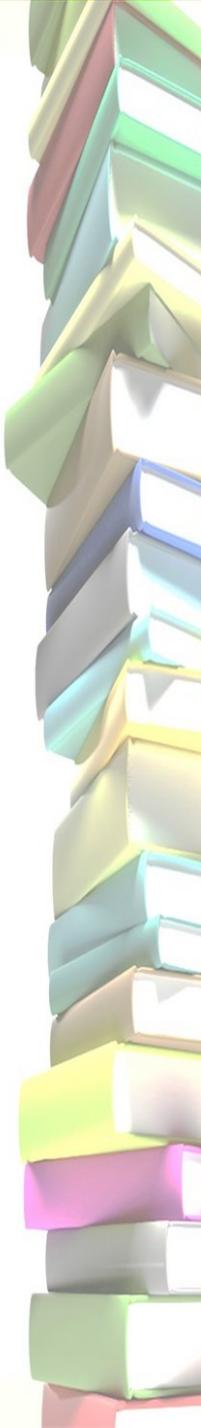
- graphic organizers to classify words or phrases
- sequencing pictures, sentences, or paragraphs
- drawing based on written text
- matching words with pictures, words, phrases, sentences; matching sentences with paragraphs
- underlining or highlighting main ideas or supporting details
- cloze exercises,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

Look at the lessons you have developed so far...

- Identify ways you can assess your ELLs in these areas:
 - Oral Language (**Listening** and **Speaking**)
 - **Reading/Writing**

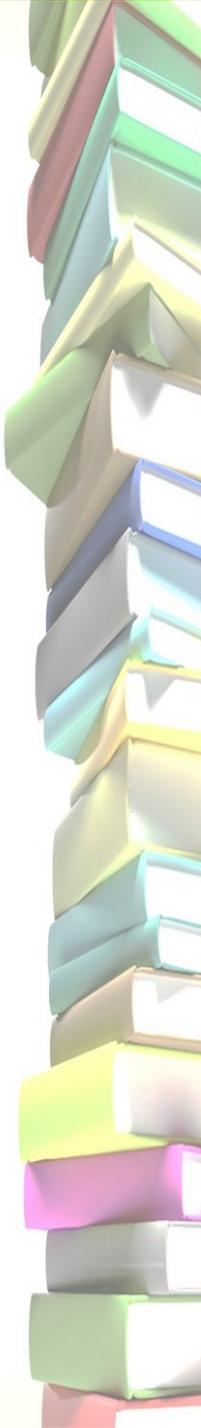
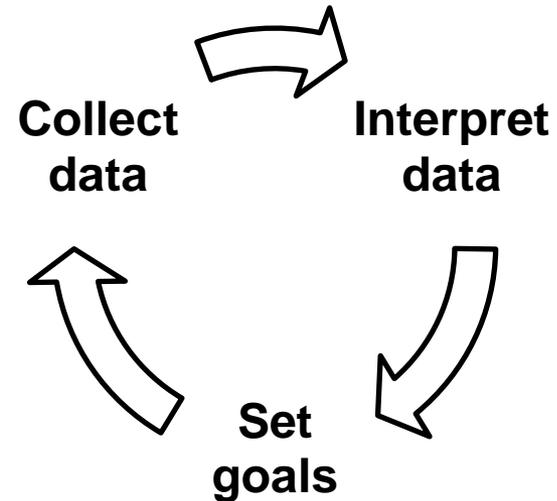


Speaking and Writing Rubric



Effective Practices

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





ELPA

English Language Proficiency Assessment

The following links are available on our website (Session 7)

Test specifications

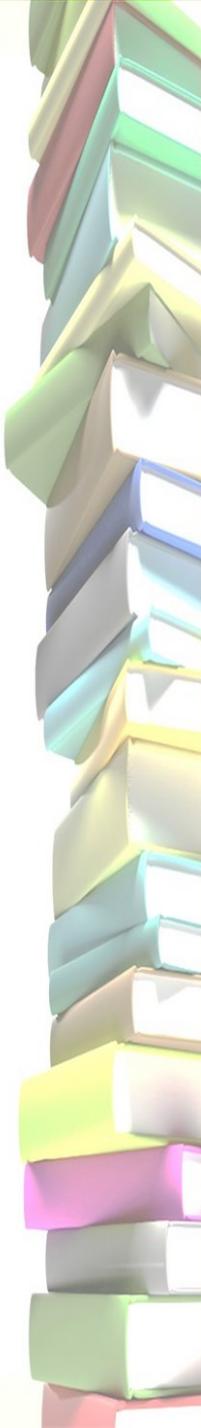
<http://www.ode.state.or.us/search/page/?id=496> (not yet operable)

Practice test

<http://www.oaks.k12.or.us/students.html> (not yet operable)

What CSD will track:

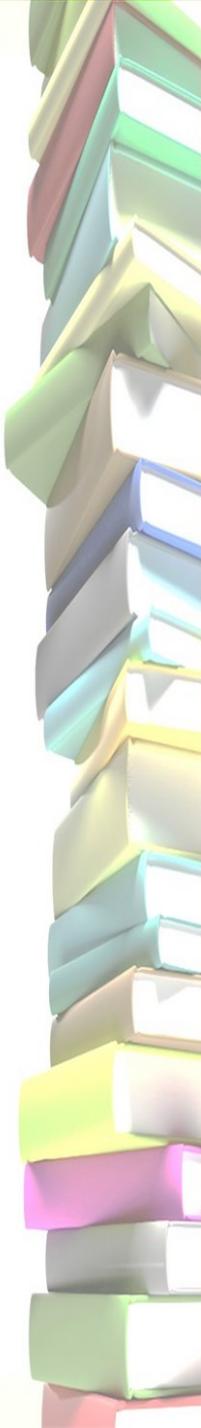
ELPA annually, ADEPT in Jan. & May, Universal Screeners 3x year for LA & Math, grades at each grading period, GPA and SB performance comparison between ELL & non-ELLs



ADEPT

A Developmental English Proficiency Test

Demonstration



Teacher Responsibilities

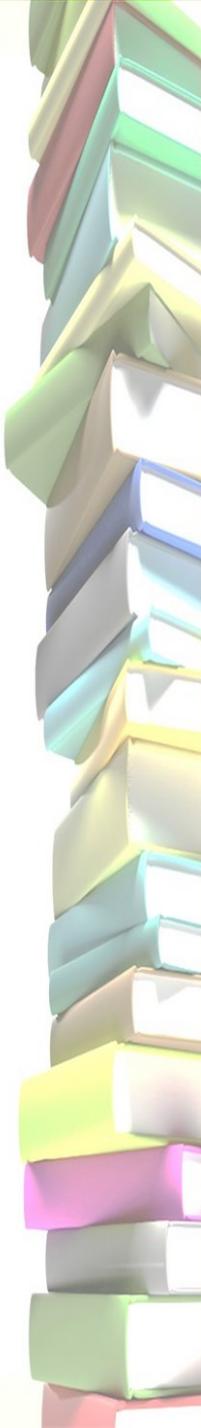
- ELD on Report Cards
- OAR—demonstration/monitoring of student progress
- Differentiation of instruction that addresses English language development that is of sufficient duration and regularity to have an impact on students' education and acquisition of English.
- District expectations—30 minutes per day on a daily basis (20 min for Kindergarten)

ELD Support Personnel

- Laura Zinck K-12
- Kira Daczewitz 6-12

Resources

- Building ELD folders on Shared Drive “L”





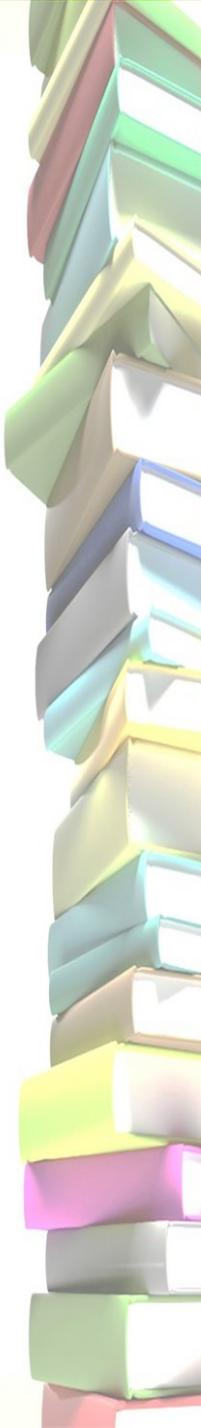
Presentation Schedule

Elementary

- Karla and Renae: Kindergarten
- Hope and Jessie: 2nd grade
- Brittney: 2nd grade
- Jason: 3rd grade
- Brian: 4th grade
- Ann: Literacy

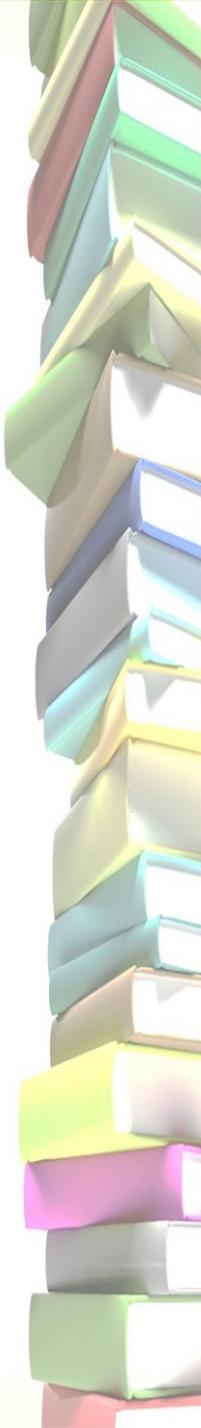
Secondary

- Adrienne, Alisha, and Kelsey: 7th and 6th grade
- Kari and TJ: 8th grade
- Roseanne, Lauri, Li, and Ben: High School
- Kira: ELD specialist





Course/Workshop Evaluation





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Exit Ticket



Before you leave, please answer the following question:

What are specific ways we can support throughout the year you as you continue to work on your contextualized ELD model?

