



Western Oregon
UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

Session 2. May 2, 2013

1. Follow-up from Wed's planning session (8-9:15)

break

2. Example of ELD and ELA planning (9:30-12:00)

lunch

3. Discussion of Bunch, Kibler, Pimentel (1:00-1:15)

4. Assessing ELL's progress (1:15-2:30)

break

5. Work Session for Assessment (2:30-3:30)



Follow up on yesterday's planning session

On your index cards write about (10 min)

- the challenges you faced and
- the discoveries (epiphanies) that you made



Follow up on yesterday's planning session

Teams share what they created

- meet and discuss (15 minutes)

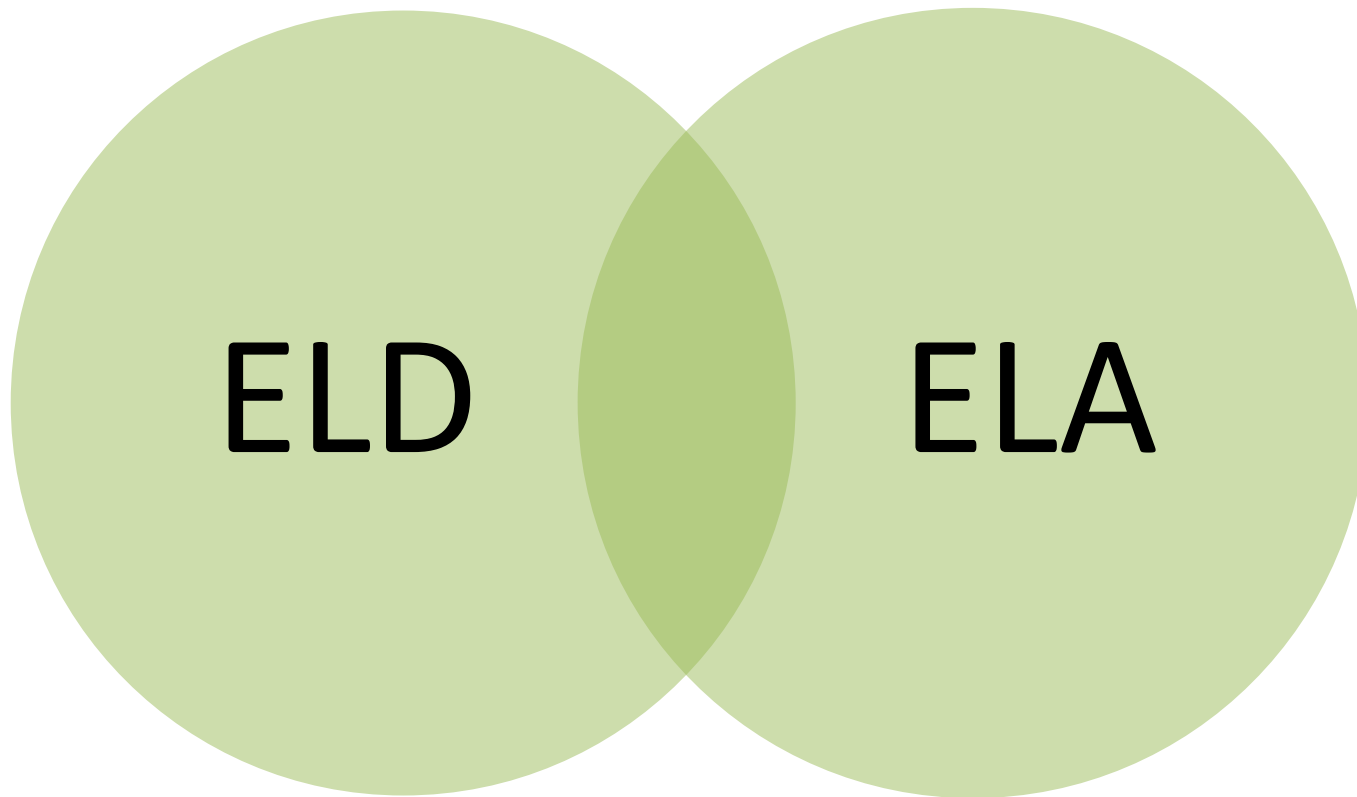
- share with group (20 minutes per group)



break



An Example Collaboration



Situation

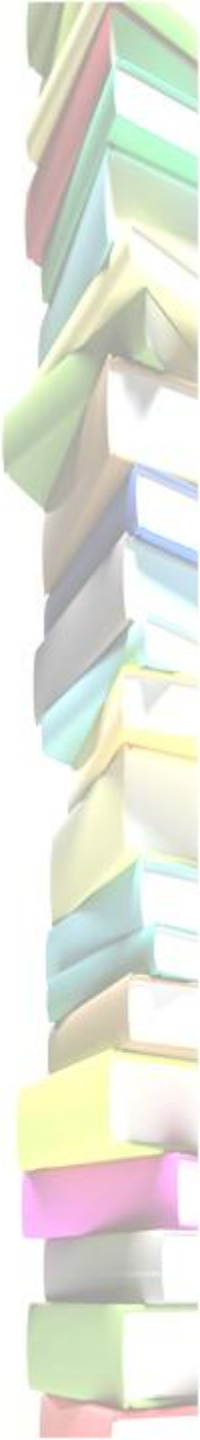
Rob teaches 8th grade English Language Arts.

Anne teaches 8th grade English Language Development.

They are collaborating to teach a unit on humor that is based on the materials in the *Springboard* text.

Within this unit, they decide to use the essay by Dave Barry titled “A Couple of Really Neat Guys.”

Let’s see what they came up with...



Pre-planning stage

Rob and Anne read the essay—here are some of their initial thoughts. Rob:

1. before reading: the overall theme is humor, so I want to find at least one thing about the text that makes it humorous--students should be able to identify whatever feature this is.
2. after reading: the following elements of this text stood out as interesting.
 - it's a narrative essay, but not told in chronological order
 - Barry plays with the visual conventions of capitalization and punctuation to add "sound effects" (volume and pauses) to the text. This makes it more like informal, spoken interaction/story-telling than what is typical of formal writing.
 - use of dialogue to make the narrative more detailed/specific
 - use of hyperbole, metaphor, and irony
 - the author's method to accomplish his purpose: telling a funny story is a good form of persuasion
 - the use of informal conventions, hyperbole, and irony contribute to the humor
3. I need to see which common core state standards I can meet by teaching the above elements of the text.
4. For assessment, some analysis and writing are obvious methods, but I'll want to include other options.



Pre-planning stage

Rob and Anne read the essay—here are some of their initial thoughts. Anne:

As I was reading it, some phrasal verbs jumped out at me, as I always think those can be tricky for ELLs, and a less formal text is a good resource for teaching them.

I also noticed the figurative language (which might trip up some ELLs) and the punctuation/text features such as ALL CAPS.

I also appreciated Barry's comical imagery regarding the men in tights, trying to be super heroes and thought it would be fun to use some images for scaffolding.

I again looked at the language strand, and I found, in the 8th grade writing section for conventions, "use punctuation (comma, ellipsis, dash) to indicate a pause or break." In the vocabulary acquisition section I found "Interpret figures of speech (e.g. verbal irony, puns) in context."

Barry's description of his friend as well as the "litterbugs" could make for some rich cloze activities, which might mesh well as a support to writing assignment(s). As far as functions, going through, paragraph by paragraph, there is also "expressing needs and (DIS)likes" at the beginning, as well as the rather short "persuading" piece at the end. However, the rest is split between describing people and describing action, all as a narrative relating past events, so it does make more sense to focus on that.

I also like Barry's use of syntax, mixing some really short sentences with longer, more complex sentences (looking especially at the last paragraph on p. 326) which could be fun for students to experiment with as they write their own pieces.



Planning stage

When Anne and Rob met...

Q1: Who will present the text first?

Answer:



Planning stage

When Anne and Rob met...

Q2: What outcomes/standards do we want to include and how many days do we want to spend on this piece?

Answer:

Rob: CCSS	8.RL.1, 2, 3, 4	3 class days:
	8.W.3, 4, 5	read, discuss, analyze
	8.L.2, 5, 6	more specific analysis + write
	8.SL.1	edit writing

Anne: ELP	3 class days:
Expressing likes	preview key vocabulary
and dislikes	style analysis + write
	language analysis



Lesson Topics

Anne's Day 1: preview of key concepts and vocab

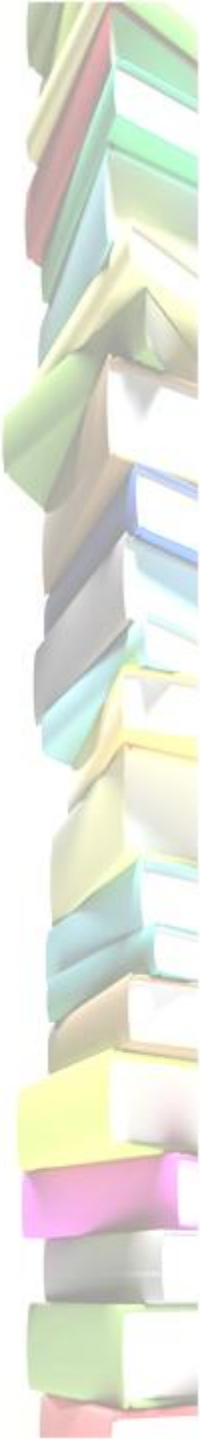
Rob's Day 1: intro, read, discuss, analyze organization

Anne's Day 2: Figurative Language, writing assignment (topic you care about, narrative, use hyperbole and metaphor)

Rob's Day 2: Irony, using narrative to persuade, writing assignment (topic you care about, use narrative to persuade)

Anne's Day 3: Verbals (in describing people and action)

Rob's Day 3: Peer review of essays using rubric



Assessment

Anne's Day 1: preview of key concepts and vocab; **8.L4.a, b**

Rob's Day 1: intro, read, discuss, analyze organization; **8.RL.1, 2, 3; 8.L.6; 8.SL1**
group tasks (questions and organization task)

Anne's Day 2: Figurative Language, writing assignment (topic you care about, narrative, use hyperbole and metaphor); **8.L.5**

in-class task and final essay

Rob's Day 2: Irony, using narrative to persuade, writing assignment (topic you care about, use narrative to persuade); **8.RL.4; 8.W.3, 4, 5; 8.L.2, 5**

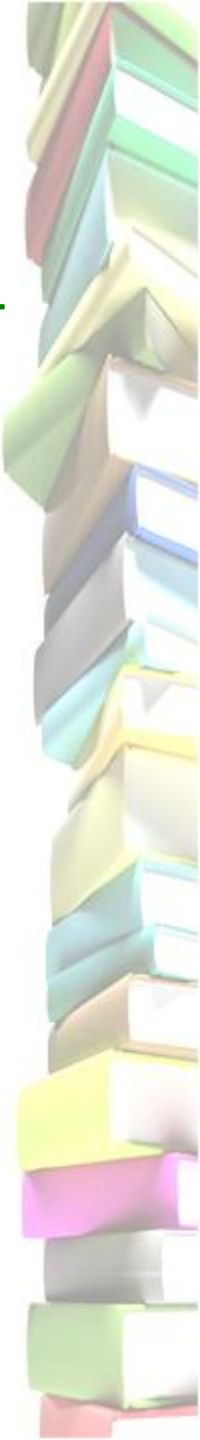
in-class task and final essay

Anne's Day 3: Verbals (in describing people and action); **8.L.1a**

in-class task and final essay

Rob's Day 3: Peer review of essays using rubric; **8.w.3, 4, 5; 8.SL1**

peer review and final essay



Example Lessons

Anne's Day 1: preview of key concepts and vocab

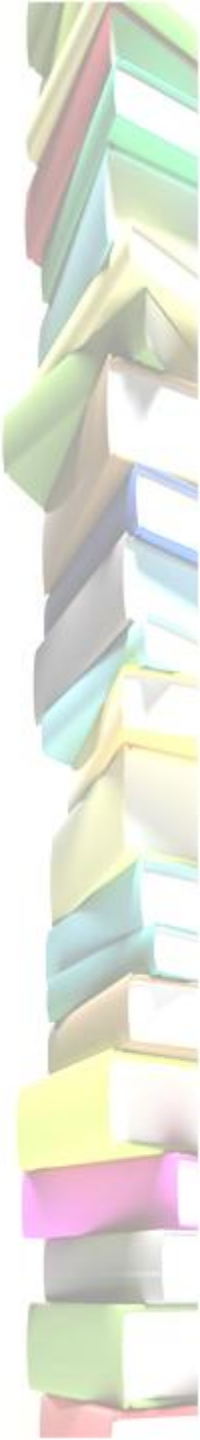
Rob's Day 1: intro, read, discuss, analyze organization

Anne's Day 2: Figurative Language, writing assignment (topic you care about, narrative, use hyperbole and metaphor)

Rob's Day 2: Irony, using narrative to persuade, writing assignment (topic you care about, use narrative to persuade)

Anne's Day 3: Verbals

Rob's Day 3: Peer review of essays using rubric



Anne Day 1





litter



litterbug



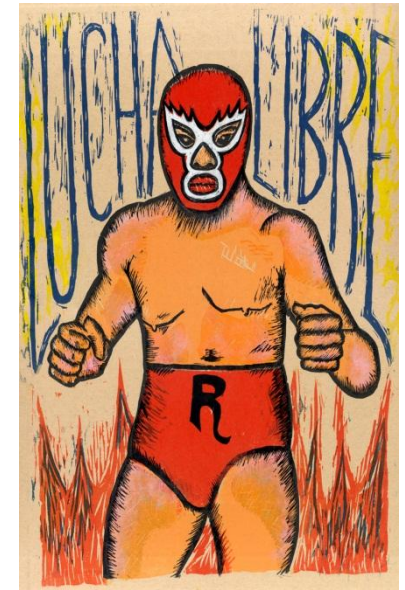
optometrist



Hammer of Thor

sidekick – a close companion







misdemeanor:
a minor crime

inevitable:
impossible to
avoid;
predictable



Discuss and share
examples.



avenger: a person
who inflicts
punishment in
return for a wrong;
someone who
seeks re**venge**

Informal Language

moron



crud



“What a pair of
dorks.”

Rob Day 1



Think of a least 2 behaviors that someone else does that you either

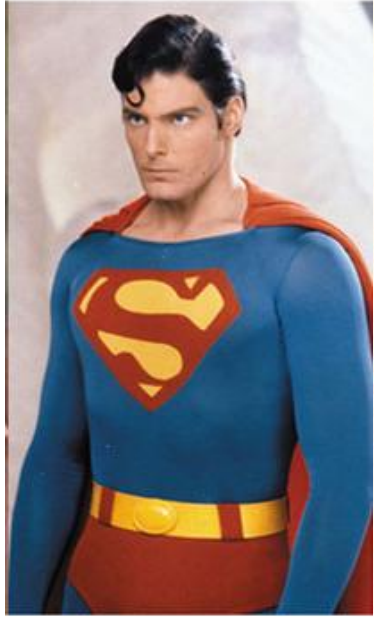
really, really, really like or

that you absolutely drive you crazy.

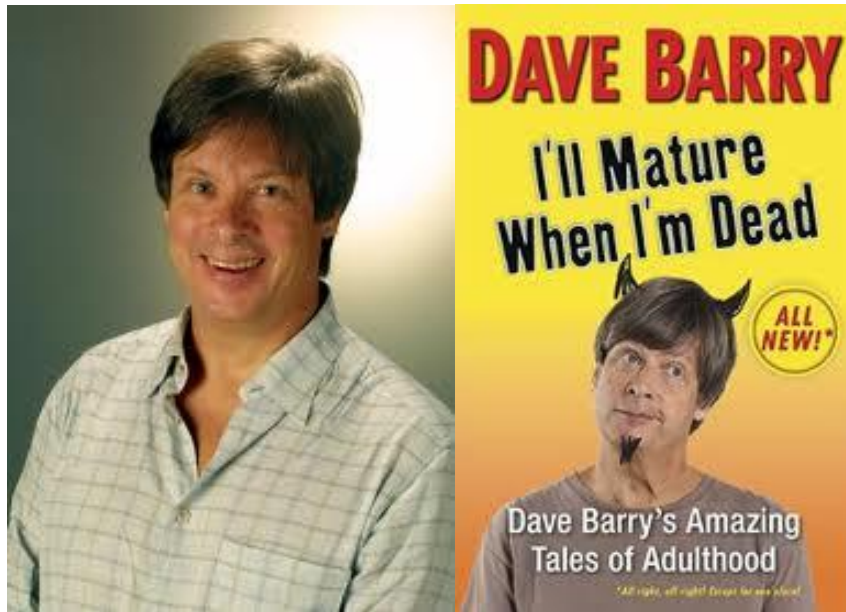
Write these down in your notes,
then turn and share your likes or dislikes with a partner.

We will come back to these later.

Superhero secret identities are...



ironic



/www.davebarry.com/dave-barry.php

☆ ◀ ▶ 🌐 dave barry

Dave Barry

NEW YORK TIMES-BESTSELLING AUTHOR

Miami, FL 80°
Currently: Crazy Forecast: Insane ...it's Miami.

Home About Dave Books Columns News Blog Appearances

Dave Barry

Dave Barry has been a professional humorist ever since he discovered that professional humor was a lot easier than working.

For many years he wrote a newspaper column that appeared in more than 500 newspapers and generated thousands of letters from readers who thought he should be fired. Despite this, Barry won the [Pulitzer Prize](#) for commentary, although he misplaced it for several years, which is why his wife now keeps it in a secure location that he does not know about. One of Barry's columns was largely responsible for the movement to observe [International Talk Like a Pirate Day](#) every year on September 19. This is probably his most enduring achievement.

Barry has written more than 30 books, including the novels *Big Trouble*, *Lunatics*, *Tricky Business* and, most recently, *Insane City*. He has also written a number of books with titles like *I'll Mature When I'm Dead*, which are technically classified as nonfiction, although they contain numerous lies. Two of Barry's books were the basis for the CBS sitcom *Dave's World*, which can probably still be seen on cable TV in certain underdeveloped nations.

Barry lives in Miami with his family and a dog that is determined to urinate on every square inch of North America.

Praise for Dave Barry

NEW YORK TIMES-BESTSELLING AUTHOR

Dave Barry

"One of the funniest writers alive."
—CARL HAASEN

INSANE CITY

A NOVEL

ORDER A COPY:

amazon.com BARNES & NOBLE BAM!

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HIGHLIGHTS

Deadly drain

Man had smoke, rum before dive for keys



Guantánamo

Obama vows anew to close prison

- AMA opposes forced feedings at Guantánamo
- Tracking the hunger strike



Television

Glenn Garvin reviews HBO's 'Manhunt'



Mariela Castro

MIAMI-DADE EXPRESSWAYS

State Road 836 toll hike to be reconsidered



The Miami-Dade Expressway Authority board of directors voted 9-3 Tuesday to reconsider the controversial toll increase on the Dolphin Expressway (State Road 836), which it tentatively approved last month. - 10:51 AM ET

BOSTON BOMBINGS

3 men charged in connection with Boston bomb case

Three men who attended college with the Boston Marathon suspect have been charged in connection with the case. -

BREAKING NEWS

- Miami Beach dispatcher on delayed rescue call may be fired

- Updated 30 minutes ago

- Miami Hurricanes sign former Krop point guard Angel Rodriguez

- Updated 54 minutes ago

- Venezuela tensions high after congressional brawl



- 11:42 AM

- New U.S. tours F

- 10:47 AM

- Whole North M traffic

- 10:28 AM

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COMMUNITY

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Dave Barry

NEW YORK TIMES-BESTSELLING AUTHOR

About Dave Books Columns News Blog Appearances

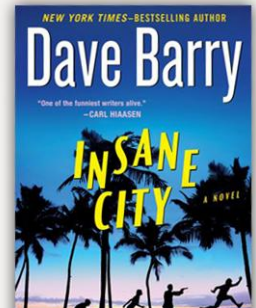
Miami, FL 80°
Currently: Crazy
Forecast: Insane
...it's Miami.



Dave Barry has been a professional humorist ever since he discovered that professional humor was a lot easier than working.

For many years he wrote a newspaper column that appeared in more than 500 newspapers and generated thousands of letters from readers who thought he should be fired. Despite this, Barry won the [Pulitzer Prize](#) for commentary, although he misplaced it for several years, which is why his wife now keeps it in a secure location that he does not know about. One of Barry's

ple for the movement to observe [International Talk Like a Pirate Day](#) on September 19. This is probably his most enduring achievement.



Group questions

Answer on one piece of paper for the group (3 people).

Have each person write the answers for one question.

1. Dave Barry's articles like the one we read appeared weekly in newspapers across the US for many years. Thinking of this particular article, what are three possible purposes or goals that Barry had for this article?
2. For each purpose you identified, pick a specific sentence or two that demonstrate this purpose.
3. Formal, published writing does not often use ALL CAPS or slang. Why do you think Barry does use all capital letters at some points? Find at least 3 words that are slang or unusually informal for newspaper writing.

Structure

1. Close your books
2. Your group will receive an envelope with each paragraph of the article on a separate piece of paper
3. Don't look back at the original article.
4. Imagine that you are Dave and your editor told you that your article is too long. You need to cut as much as possible. Take out anywhere from 2 to 4 paragraphs and rearrange the rest into the best order.
5. As a group write a short explanation of why you left out certain paragraphs.
6. Then explain why you chose the order of paragraphs that you did.

Anne Day 2



Figurative Language

hyperbole – a figure of speech in which exaggeration is used for emphasis or effect

*That book weighs **a ton**.*

metaphor – a figure of speech in which a word or phrase associated with one idea is applied to another as a comparison

*Love **is a rose**. “Hope” **is the thing with feathers that perches in the soul**.*

Few teams **soldier through** injuries with the pride and confidence of the Chicago Bulls, but even they were not be able to handle the mounting **body count** in Game 5.

My optometrist is named Dr. Jeffrey Jeruss, and although he looks like a normal human being, only slightly larger, it turns out that when it comes to littering he is – and I mean this as a compliment – insane. So am I. I HATE littering. I hate it when you go to a park or the beach and the day is suddenly destroyed by the arrival of The Picnic People from Hell. You know these people. They have a large nuclear-powered radio and enough food to supply several Canadian provinces, and they immediately transform themselves into a high-output litter machine, cranking out potato-chip bags and beer cans and sandwich wrappers and chicken bones and dirty diapers weighing more than the infant that generated them.

“Cleaning up” the text

My optometrist is named Dr. Jeffrey Jeruss. He is big. He is crazy. I am too. I hate littering. I hate it when people leave trash.

My optometrist is named Dr. Jeffrey Jeruss, and although he looks like a normal human being, only slightly larger, it turns out that when it comes to littering he is – and I mean this as a compliment – insane. So am I. I HATE littering. I hate it when you go to a park or the beach and the day is suddenly destroyed by the arrival of **The Picnic People from Hell**. You know these people. They have a large nuclear-powered radio and **enough food to supply several Canadian provinces**, and they immediately transform themselves into a **high-output litter machine, cranking out** potato-chip bags and beer cans and sandwich wrappers and chicken bones and dirty diapers **weighing more than the infant that generated them**.

Function: Expressing needs and (DIS)likes

Think of a behavior you really love or really hate:

“I HATE littering. I hate it when you go to a park or the beach and the day is suddenly destroyed by The Picnic People from Hell.”

I HATE _____ . I hate it when
_____.

I LOVE _____ . I love it when
_____.

Create your own **HYPERBOLE** to show your own feelings about this behavior.

Example: They bring “enough food to supply several Canadian provinces.”

Create your own **METAPHOR** to show your feelings about this behavior.

Example: “They immediately transform into a high-output litter machine.”

Think of who you will tell about this like or dislike. Who is your **audience** and what will your **purpose** be?

homework	teachers/principal	change policy
action movies	director	express appreciation
texting while driving	community	change behavior

Discussion

How would you describe this collaborative planning and the lessons that came out of them?

How was this example similar to or different from your context?

Revisit our challenges and epiphanies. Were these similar in the example collaboration?



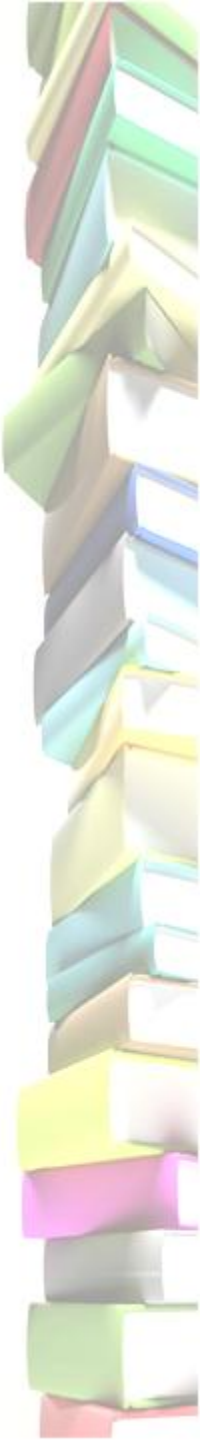
lunch



Bunch, G., Kibler, A., & Pimentel, S. (2012).

Realizing opportunities for English learners in the Common Core English Language Arts and disciplinary literacy standards.

<http://ell.stanford.edu>. Understanding Language Initiative / Stanford University.



What do the assigned paragraphs mean to you?

The selected areas also highlight the fact that literacy instruction is a shared responsibility among teachers in *all* disciplines. In grades K–5, the standards articulate expectations for students in the areas of reading, writing, speaking and listening that apply to all subjects; in grades 6–12, the standards are divided into two sections—those specifically for ELA and those for history/social studies, science, and technical subjects. **This interdisciplinary approach reflects the crucial role ELA teachers play in developing students' literacy skills while at the same time acknowledging the impact other subject matter teachers have in students' literacy development.** The Standards acknowledge that college and career readiness requires reading with “an appreciation of the norms and conventions of each discipline” and writing with consideration of different kinds of tasks, purposes, and audiences.³ This focus on disciplinary literacy presents new challenges for both content-area teachers and English and ESL instructors.



- Language can best be understood as action, rather than “form” or “function” alone; students learn to do things with language when they are engaged in meaningful activities that engage and challenge them.

- In order to develop the ability to read complex texts and engage in academic conversations, ELs need access to such texts and conversations, along with support in engaging with them.
- Learning languages involves expanding *linguistic repertoires* in order to engage in a wide variety of situations, with a wide variety of audiences, for a wide variety of purposes.
- With support, ELs can build such repertoires and engage productively in the kinds of language and literacy practices called for by the Standards for both ELA and other disciplines, even though their developing language will be marked by “non-native” or imperfect features of English.

Understanding students' knowledge and interests does not mean that only texts that already fit within ELs' "comfort zones" should be assigned—indeed, one of the opportunities afforded by the Standards is the promise of access to a wide variety of texts that can expand those comfort zones. Leveraging students' existing background knowledge, and building new knowledge, can be accomplished in a number of ways before and during a lesson or unit of study—without preempting the text, translating its contents for students, telling students what they are going to learn in advance of reading a particular text, or "simplifying" the text itself.¹⁴ Possibilities include



A consideration of students' second language proficiency, literacy backgrounds, and background knowledge can also inform instructional efforts to enhance the strategic moves students can apply to engage successfully in independent reading across the curriculum—especially when called upon to read texts beyond their English language proficiency levels. Such instruction can do the following:¹⁷

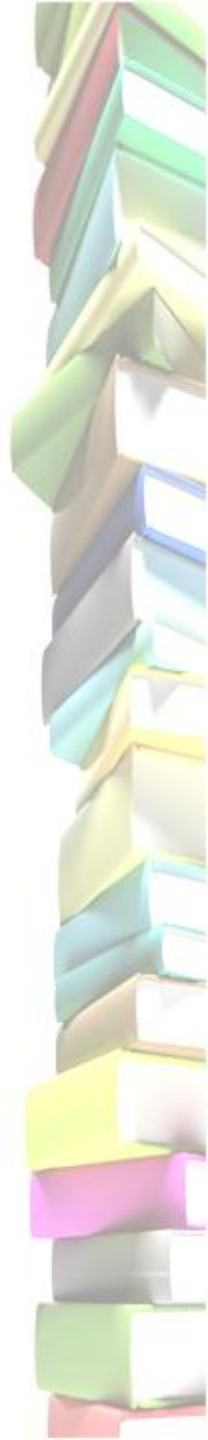
- Induce readers to consider (or even research) the topic at hand using more accessible texts (including those in a students' L1 for ELs who read in their first languages) in preparation for reading more difficult texts as part of the same lesson or unit.
- Assist readers in deciding which words in a given text are critical for particular uses of the text and which can be skipped.
- Focus readers' attention on meaning-critical grammatical structures (and how those might compare with how grammar is used to make similar meaning in students' first languages).
- Build on and expand readers' knowledge about how different kinds of texts are structured.
- Focus readers' attention on specific features of text complexity by choosing authentic and original texts that emphasize one or two features at a time (such as a linguistically more accessible text that features multiple meanings, a lexically dense piece with a simpler grammatical structure, or a text in the students' native language that includes the challenging text structures of an unfamiliar genre).
- Integrate a focus on vocabulary-building with meaningful activities centered around texts.¹⁸

Several instructional strategies hold promise for ELs in meeting the Writing Standards. Overall, such strategies focus on developing what is called for by the Standards (e.g. writing different text types for different audiences and purposes and presenting knowledge gained through research) rather than ELs' production of mechanically and grammatically "flawless" writing.²⁸ Accordingly, writing instruction can do the following:

- Maximize the use of ELs' existing linguistic and cultural resources by ensuring that students have meaningful ideas to write about, allowing them to use their home languages or varieties of language during the writing process, employing technology that students already use, and drawing upon their background knowledge, practices, and experiences.²⁹
- Provide ELs with meaningful exposure to the types of texts they will be writing, guiding students through the linguistic and rhetorical patterns found in different genres.³⁰
- Ensure that writing instruction creates meaningful opportunities to communicate rather than mechanical exercises for text production.³¹ These opportunities include interactions with peers and teachers about ELs' writing and sensitive yet substantive feedback about the content of their writing at multiple points throughout the writing process.

In relation to research skills specifically, instruction can:

- Encourage students with L1 literacy backgrounds to draw upon this resource to help them locate, evaluate, and analyze information.
- Assist students in selecting reading and drafting strategies appropriate for varied research tasks.
- Provide explicit guidance on the conventions of textual ownership and citations in U.S. academic settings, alongside clear yet critical explanations of the purposes these conventions serve.
- Create opportunities that allow ELs to learn research processes by participating in teacher-guided and collaborative endeavors before attempting research independently.



The Standards maintain that in order to be college and career ready, students need a "firm control over the conventions of standard English," but also that "they must come to appreciate that language is at least as much a matter of craft as of rules."⁴⁴ According to the Standards, students must be able to "choose words, syntax, and punctuation to express themselves to achieve particular functions and rhetorical effects." It is important to understand that ELs, by definition, will use "imperfect" (i.e. non-native-like) English as they engage in these functions and achieve these effects. By focusing on language as it relates to communicative and academic endeavors, rather than merely as the acquisition of "good" English, teachers can help students develop and use grammatical structures, vocabulary, and written and oral conventions as resources for making meaning, for learning, and for communicating with an increasing number of audiences for an increasing number of purposes.

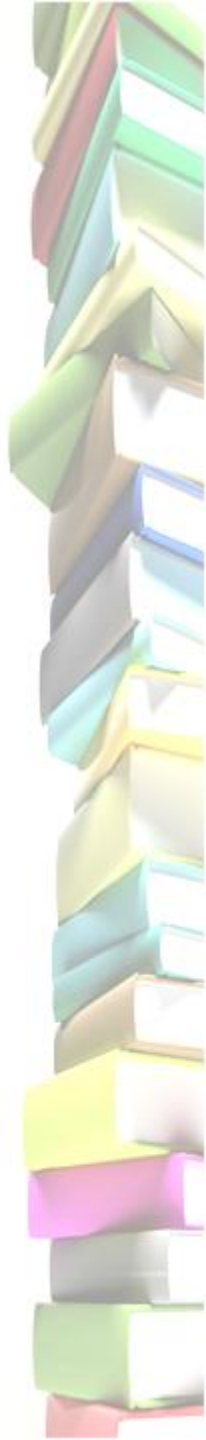
In the context of the expectations for all students articulated by the Standards, "language instruction" for ELs can no longer be envisioned as isolated from the context of meaningful and engaging academic work. Although the decontextualized teaching of discrete elements of a second language (e.g. verb tenses, grammatical structures, vocabulary) may be effective for inducing the use of those elements on restricted tasks and tests that highlight them, it is unclear whether such instruction is effective for fostering the use of those elements in wider

communication.⁴⁶ This is not to say that an explicit focus on language is not called for, but rather that such a focus must occur in conjunction with, and in the service of, meaningful academic work across the curriculum.⁴⁸

In supporting the development of ELs' language, it is also important to keep in mind that all school-age children (barring either extreme impairment or severe early childhood abuse and isolation) already have the linguistic resources in at least one language to engage in a wide range of communicative settings.⁴⁷ All students, therefore, have first-hand knowledge of the conventions and the rhetorical craft of language as used in their own communities of practice.⁴⁸ In fact, children who are in the process of developing more than one language may have a heightened awareness of such functions and effects because they use two or more languages.

At the same time, students' linguistic backgrounds will be more or less closely aligned with the varieties of language privileged in school, and it is undoubtedly in the interest of ELs to expand their linguistic repertoires to include those varieties. In supporting students to do so, a couple of final points are important to keep in mind:

- ELs' incomplete acquisition of standard varieties of English should not be interpreted as students' inability or unwillingness to participate in a wide range of learning, language, and literacy practices across the disciplines, including those called for by the Standards.
- With appropriate supports, ELs' participation in the key practices called for by the Standards—especially those highlighted in this paper— can promote the development of both language and literacy.



Purposes of Assessment

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



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

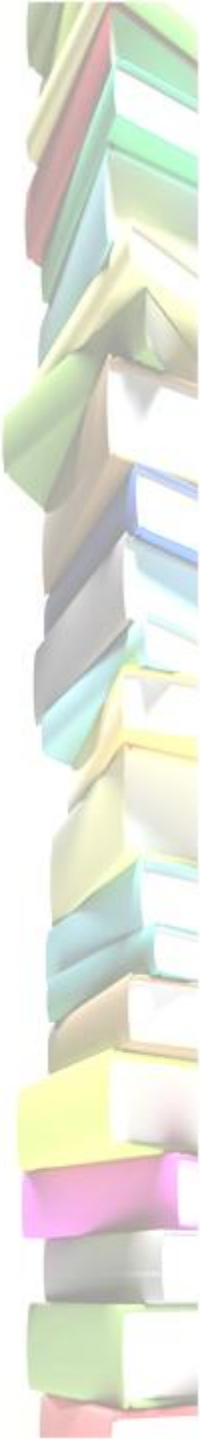
- Think of an ELL in your class.
- How frequently does he/she produce sentences that begin with a variety of openers?

In the wake of the twin bombs that exploded last month, federal prosecutors now say...

Three days after the blasts, photographs of the then unidentified...

Sent from oil-rich Kazakhstan to study in the US, Mr. Tazhayakov...

- 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')

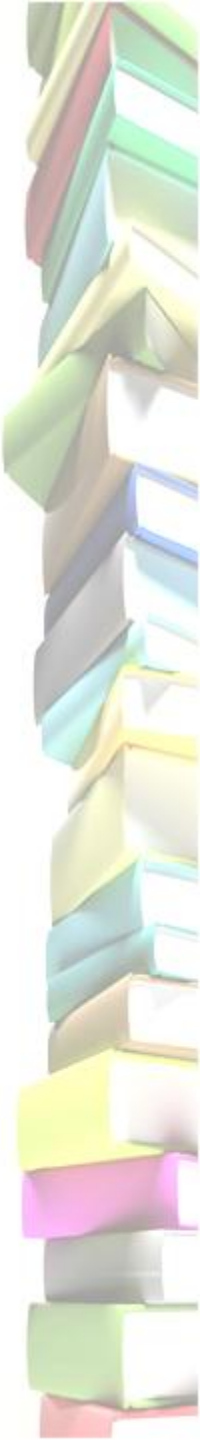
Read the student paragraph below.

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.



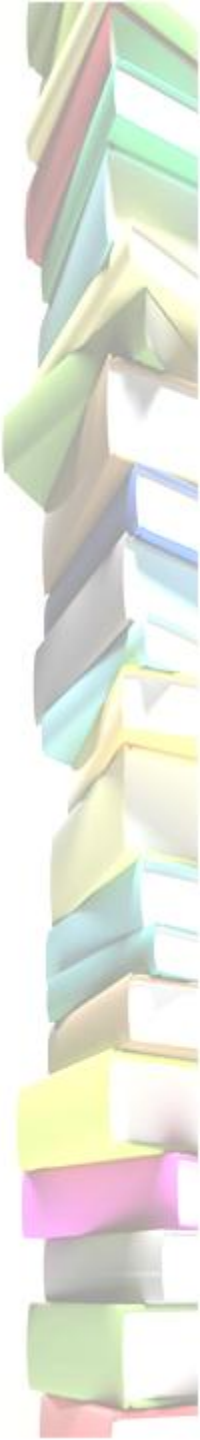
Rubric

- 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.



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. 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.

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. 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).



Example answers

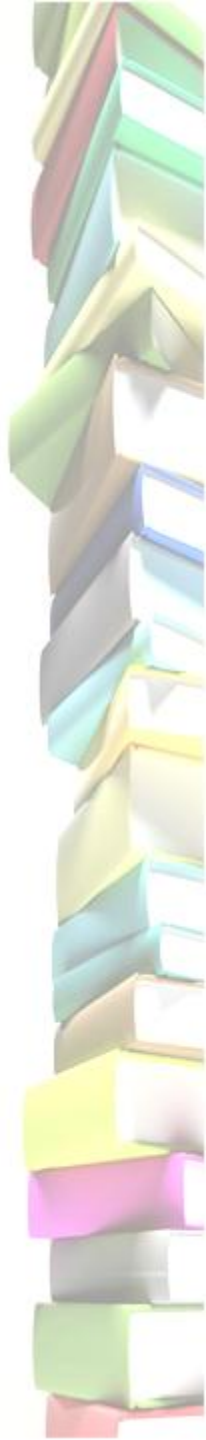
When an international student comes to the United States to study at university, he or she might need to adjust to a different kind of teaching and learning. **As international students soon realize, there are fundamental differences between classrooms in North America and those in [many other countries]... 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. 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. ***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).*** ----(From Charles Lipson)



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]" (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).

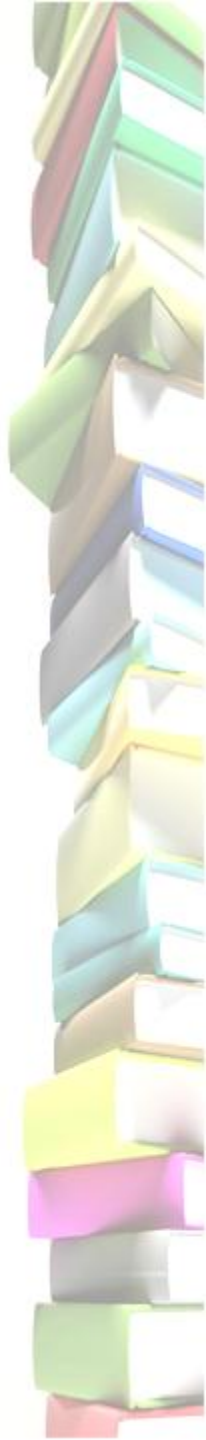
According to Selvadurai and Raniani, they thought the language problem is the first barrier that appears for the international students. “Research studies indicate that the first barrier encountered by international students is language” (155).



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	fragment- ary 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 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
compre hension	very little evidence	understand- ing of slow and supported speech	general understand- ing of social and some academic	complete for social but not academic	nearly full understand- ing	grade level comprehen- sion



Speaking Rubric

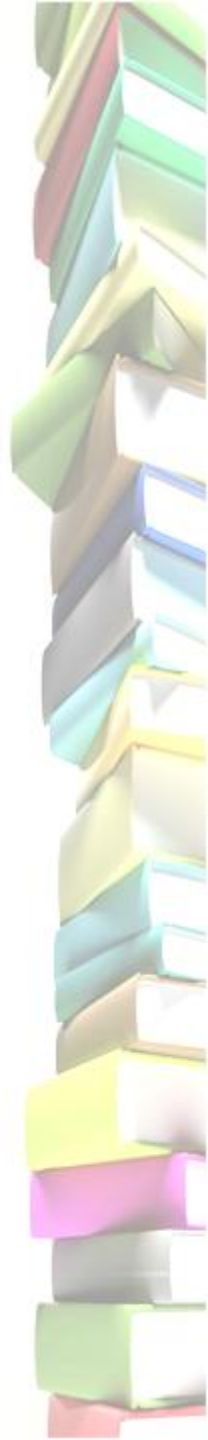
focus	begin	early interm	interm	early advanced	advanced	proficient
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compre hension	very little evidence	understand- ing of slow and supported speech	general understand- ing of social and some academic	complete for social but not academic	nearly full understand- ing	grade level comprehen- sion



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 a vocabulary of site 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

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 + is/are + 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.



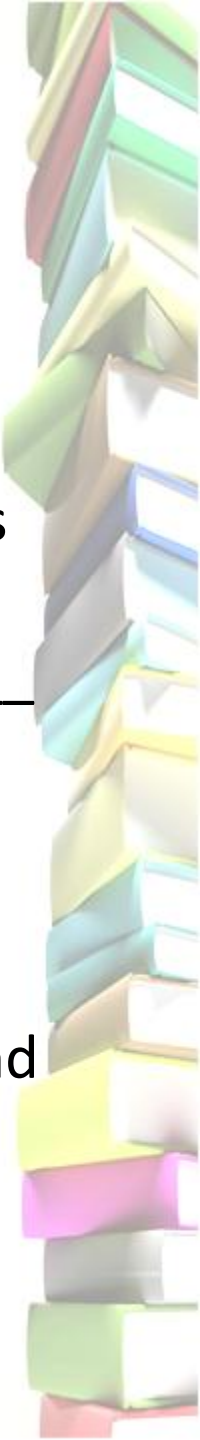
Reading Assessment

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.



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



Review of Assessment Tasks

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

Reading

- 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

Writing

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

Authentic Pre and Post Assessments for Specific Functions and Forms

- 1) One sentence description of my unit
- 2) Functions that I will explicitly teach
- 3) Forms that I will explicitly teach
- 4) Brief description of the pre-assessment tasks for these functions and forms
- 5) Summary of lessons that contain explicit function and/or form teaching and practice tasks
- 6) Brief description of post-assessment tasks
- 7) Brief description of assessment rubric



Authentic Pre and Post Assessments for Specific Functions and Forms

1) One sentence description of my unit

This is a long thematic unit (several weeks) on humor.

2) Functions that we will explicitly teach

Expressing (dis)likes;

Describing people, places, and things;

Describing actions

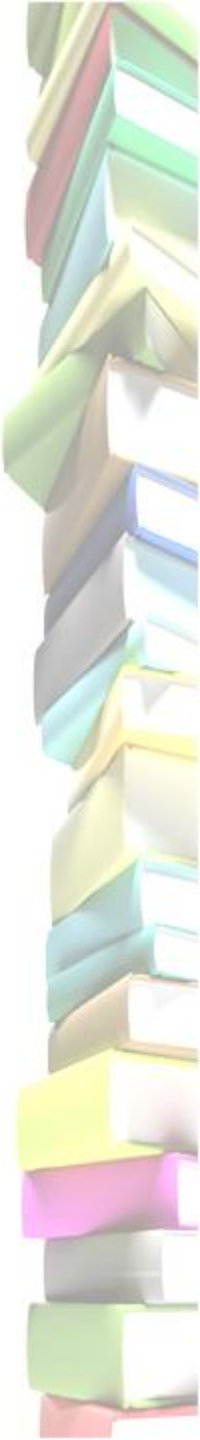
3) Forms that I will explicitly teach

metaphors;

hyperbole;

elaborated sentences with more specific vocabulary
(adjectives, specifically verbals)

elaborated sentences including adverb clauses



Authentic Pre and Post Assessments for Specific Functions and Forms

4) Brief description of the pre-assessment tasks for these functions and forms

- a. Pair and share work analyzing examples in the text
- b. Sentence frames for expressing needs and likes
- c. Sentence frames for practice with verbals



Authentic Pre and Post Assessments for Specific Functions and Forms

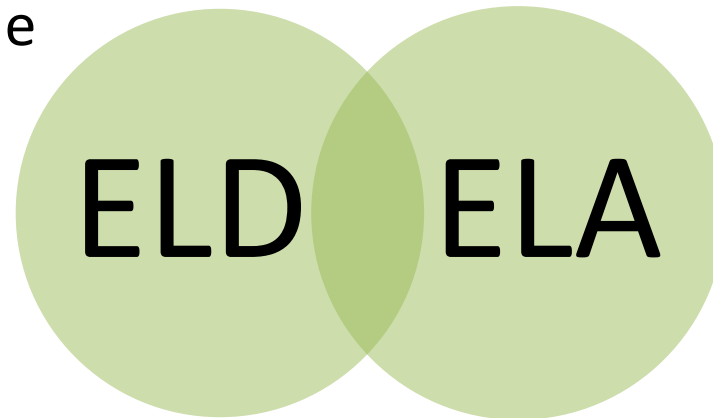
5) Summary of lessons that contain explicit function and/or form teaching and practice tasks

... this morning's examples

... sentence frames with verbals (Day 3)

6) Brief description of post-assessment tasks

Narrative essay to persuade

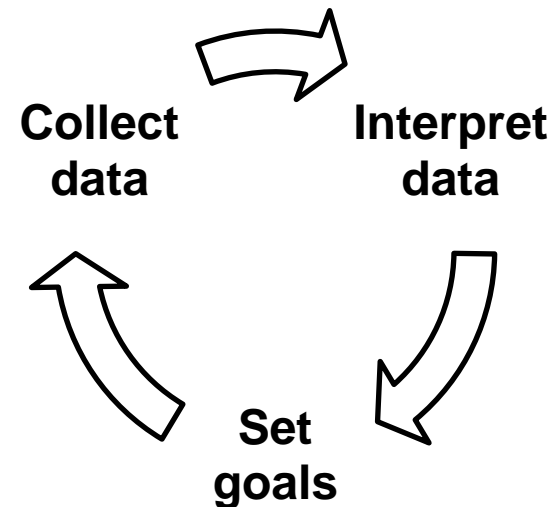


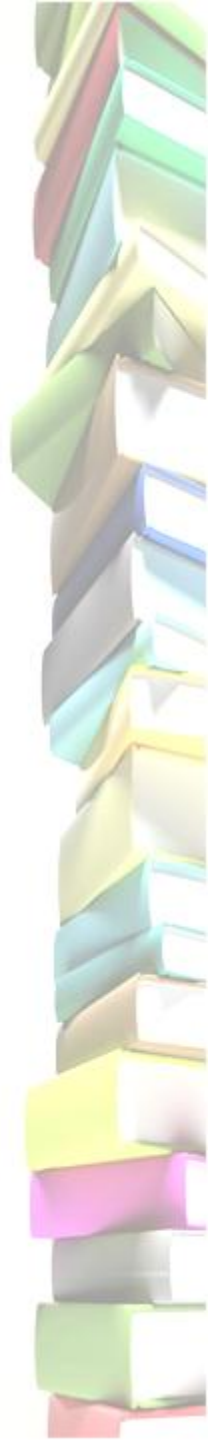
7) Brief description of assessment rubrics

ELD writing rubric and State 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





Writing Assessment

practice using our ELD Rubric and State Writing Rubric with
example student essays (45 min)



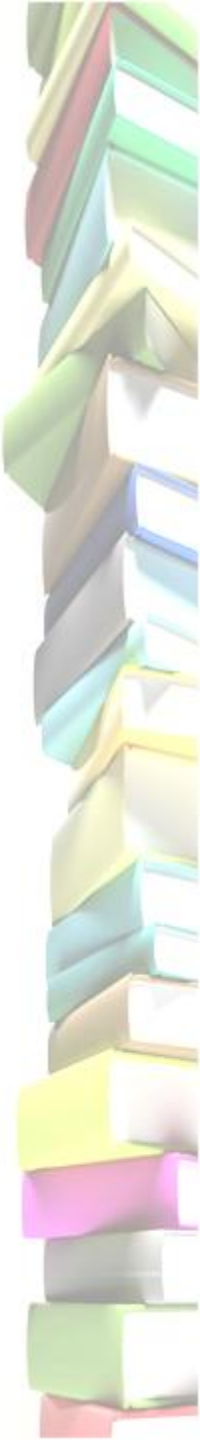
Break



Team Collaboration Time

What methods of formative assessment can you use to determine if ELLs are learning the ELD functions, forms, and meeting the CCSS in the lessons you worked on yesterday?

Consider: writing, reading, and speaking tasks





Project LUISA

Language Understanding to Improve Student Achievement

Thank you

