Western Oregon UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

Session 3. Tuesday, October 1, 2013, 8:00 – 4:00

1. Consent Forms

2. Four Language Skills and Classroom Assessment

Break

3. Standardized Assessments

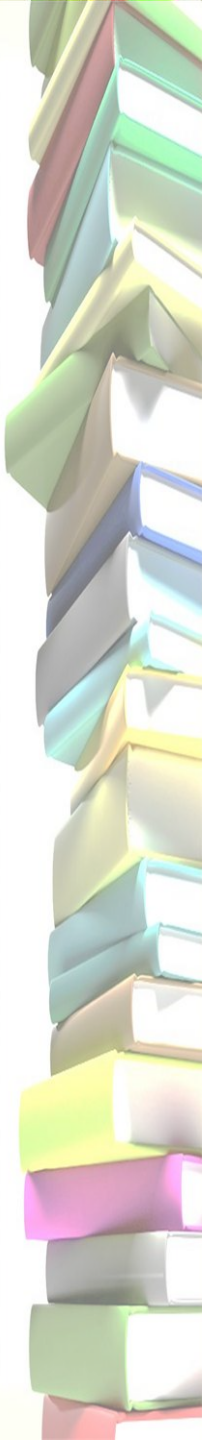
Lunch

4. Presentations

5. Evaluations

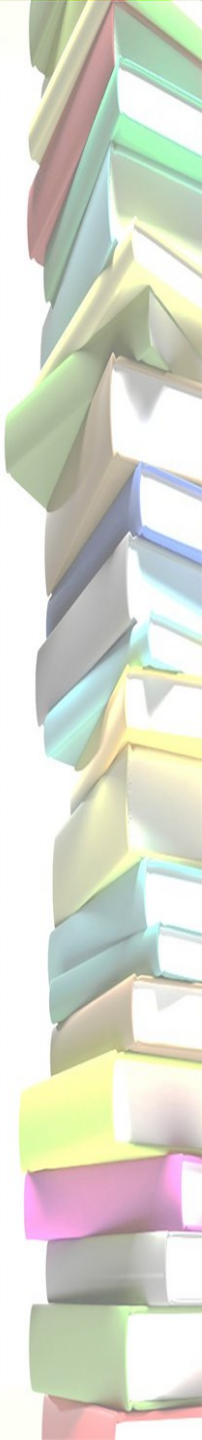
An important principle to remember…

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



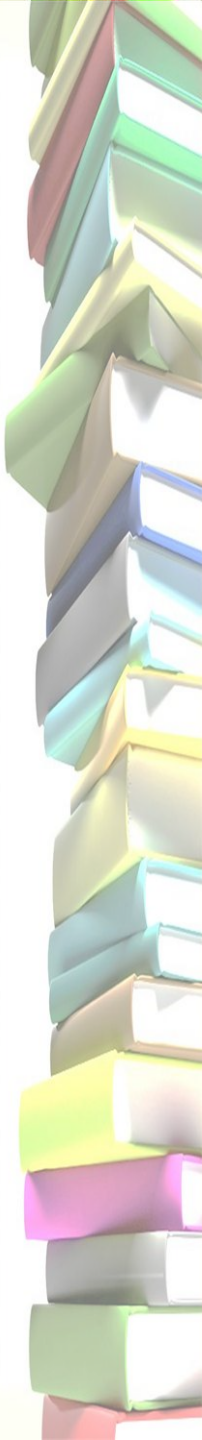
Oracy and Literacy

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



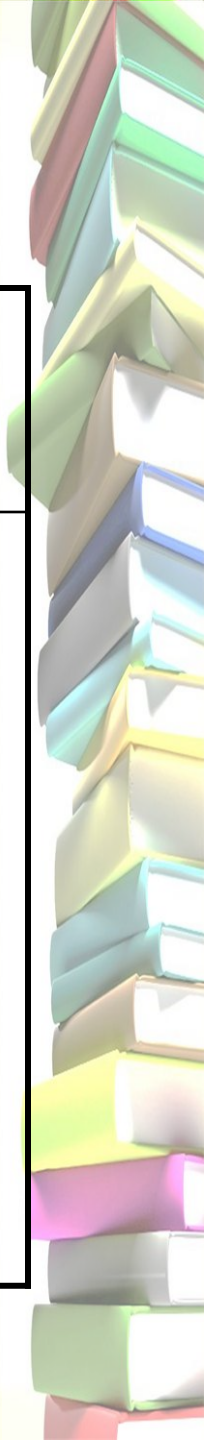
Listening

- Although it is a receptive skill, it isn't a passive act.
- Listeners draw on their background knowledge and their expectations as they actively work on understanding
- Listening activities should encourage students to develop their own purposes and goals and to gradually engage in real communication



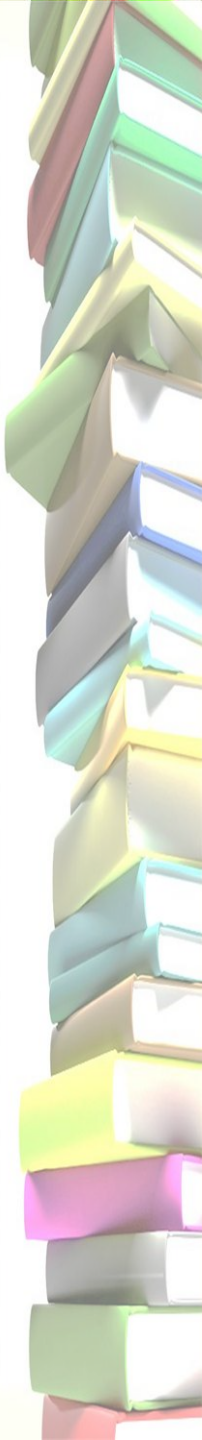
Listening

Listening to Repeat	Listening to Understand	Listening for Communication
•Poems •Songs •Chants •Dialogues	•TPR •Listen & answer comprehension questions •Listen and take notes –Dialogues –Lectures –TV shows/videos	•Communicative games •Information-gap activities •Interviews •Cooperative problem-solving



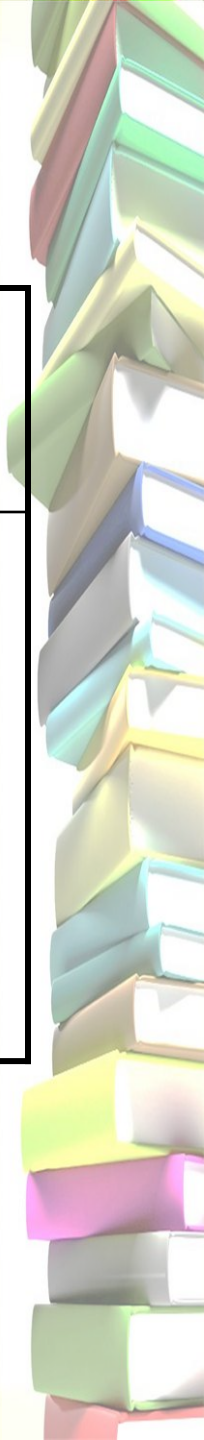
Speaking

- Spoken discourse involves not only proper grammatical sequencing, but also coherent organization of ideas
- Oral texts vary according to a number of factors:
  - Background knowledge shared by listeners and speakers
  - Support of non-verbal and contextual cues
  - Levels of formality (informal language is more interactional & contextual than formal/academic language)



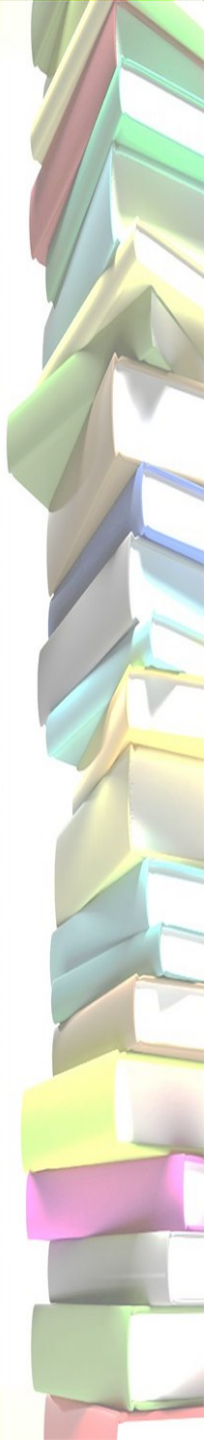
Speaking

Guided Practice	Communicative Practice	Free Conversation
•Dialogues •Mini-conversations •Role plays •Strip stories	•Simulations •Guessing games •Brainstorming •Interviews •Surveys	•Discussion groups •Debates •Panel discussions •Storytelling



Reading

- Supporting ELLs' literacy development:
  - Activities are meaningful to students
  - Instruction is cognitively demanding, yet scaffolded
  - Learning is organized into themes so that students can build on previous learning
  - Students work collaboratively
  - Classroom environment is print-rich

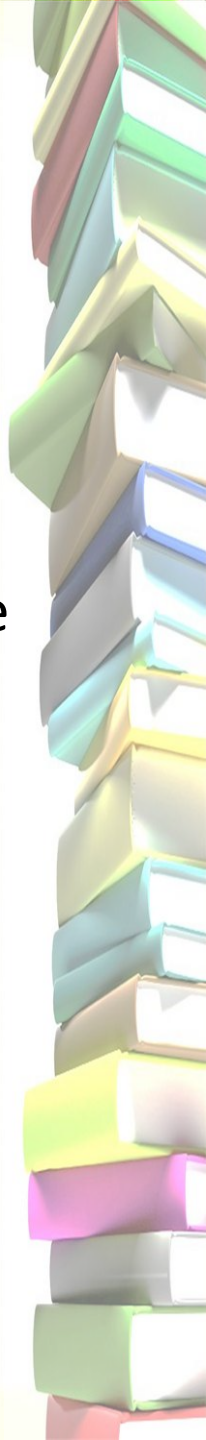


Reading

Pre-reading	During-reading	Post-reading
• 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)	• Using Headings and Subheadings • Vocabulary Strategies/Clustering • Jigsaw Procedure • Learning Logs • Graphic Organizers • Illustrating Stories and Poems/Story Mapping	• Journals/learning logs • Photo essays • Written and oral collaborative research projects • Developing Scripts for Readers' Theater • Adapting Stories into Plays and Film Scripts

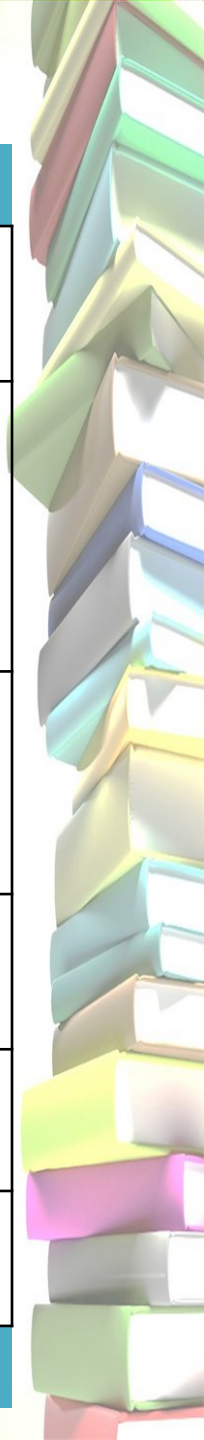
Writing

- Writing is a social and communicative task. It helps students connect school learning with the world beyond the classroom
- The writing process allows students to organize, develop and refine concepts and ideas . It is particularly important for learners who are developing their oral skills at the same time as their written skills. It generally involves five stages:
    - Prewriting
    - Drafting
    - Revising
    - Editing
    - Publishing



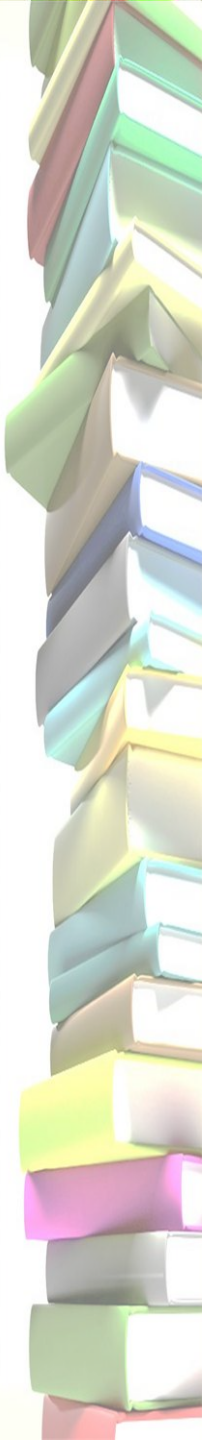
Writing

	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

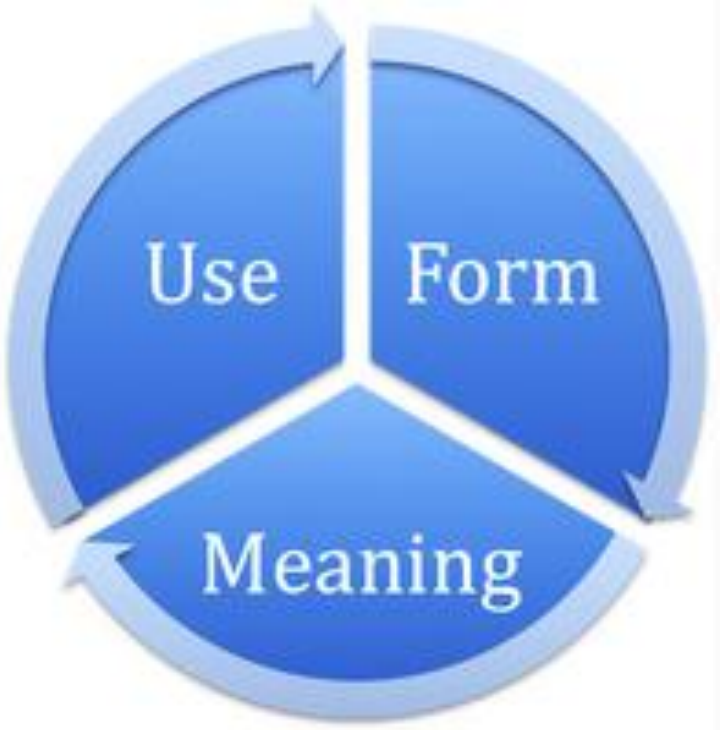
- Identify activities that encourage students to practice…
  - **Listening**
  - **Speaking**
  - **Reading**
  - **Writing**



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)

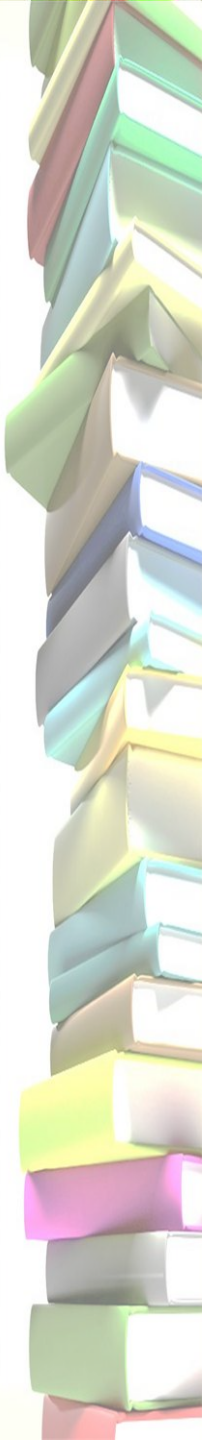
- informal conferencing
- observation during cooperative activities
- interview—Q & A
- picture-cued descriptions
- story-telling/relating events
- impromptu role plays
- debates
- various oral presentations
- video production
- *What else?*

Reading and Writing

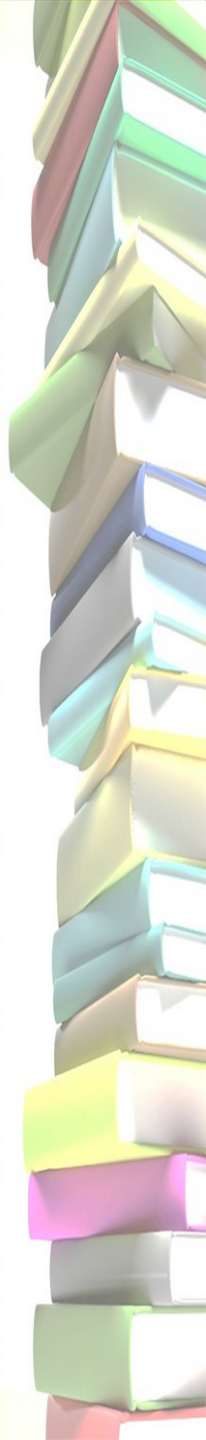
- graphic organizers to classify words or phrases
- sequencing pictures, sentences, or paragraphs
- drawing based on written text
- matching words with pictures, words, phrases, sentences; matching sentences with paragraphs
- underlining or highlighting main ideas or supporting details
- cloze exercises, 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**

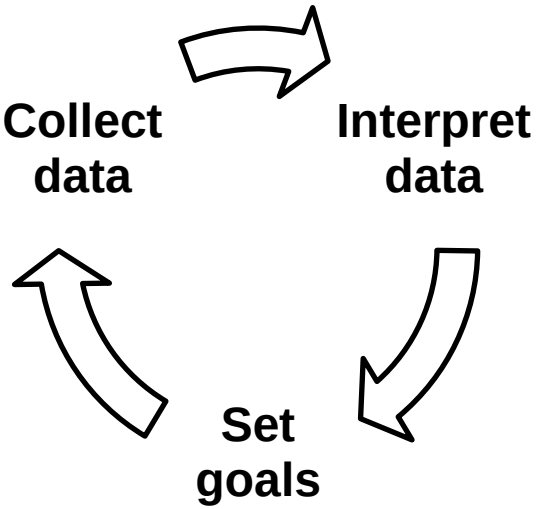


Speaking and Writing Rubric



Effective Practices

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



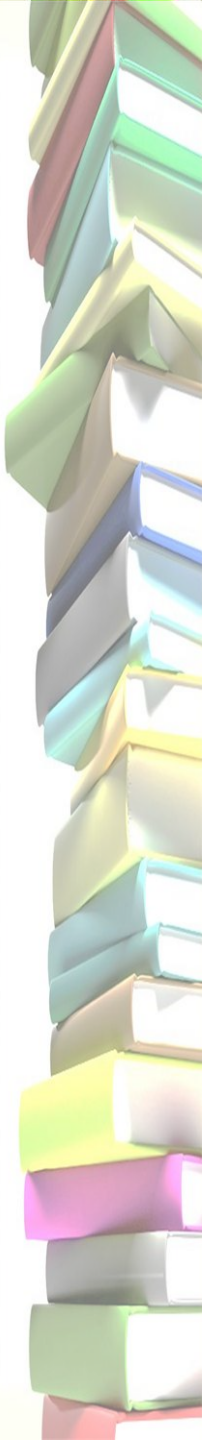
ELPA
English Language Proficiency Assessment

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

Test specifications
http://www.ode.state.or.us/search/page/?id=496

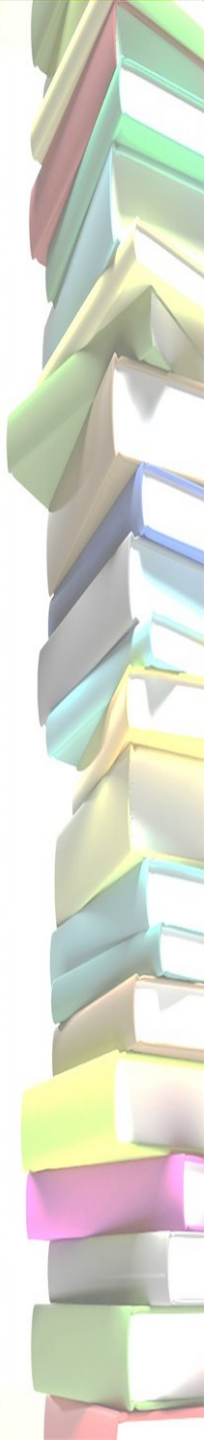
Practice test
http://www.oaks.k12.or.us/students.html

What CSD will track:
Forms required for Reading, Writing, Speaking, Listening



ADEPT
A Developmental English Proficiency Test

Demonstration



Teacher Responsibilities

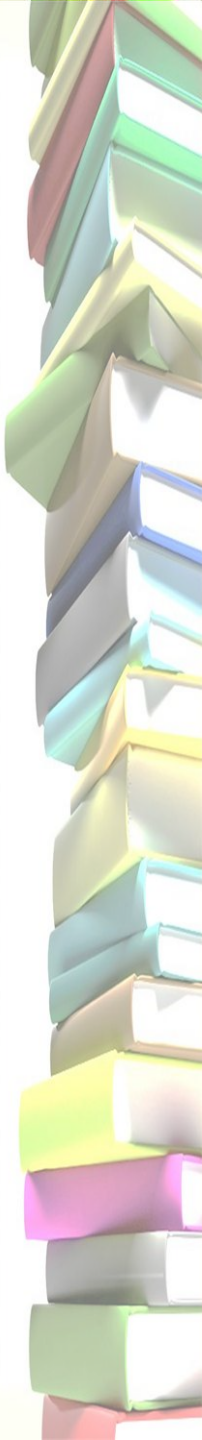
- ELD on Report Cards
- OAR—demonstration/monitoring of student progress
- Differentiation of instruction that addresses English language development that is of sufficient duration and regularity to have an impact on students' education and acquisition of English.
- District expecations—30 minutes per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

ELD Support Personnel

- Andy Kronser
- also Laura Zinck

Resources

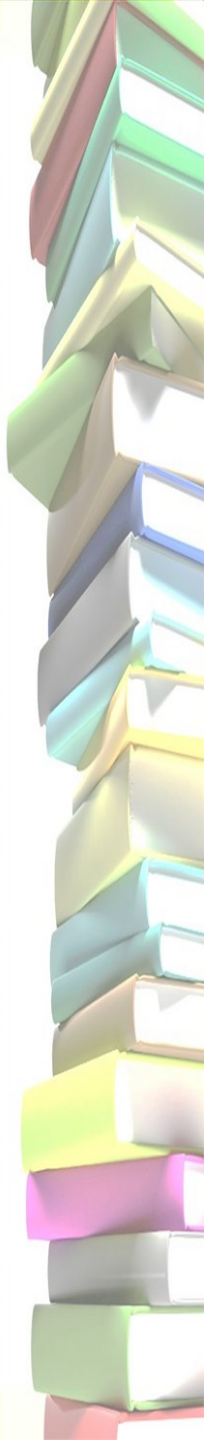
- Shared drive on building ELD folders



Presentation Schedule

- Mary - kindergarten: prepositions describing location
- Bernadette - 2nd grade: year-long overview
- Linda - 1st/2nd grade: curriculum mapping
- Jessica - 1st: 5 lessons for class credit
- Julie - 3rd/4th: 5 lessons for class credit
- Arend - 4th: 5 lessons for class credit

Course/Workshop Evaluation



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Looking Forward

Contextualized ELD in Your Classes!