



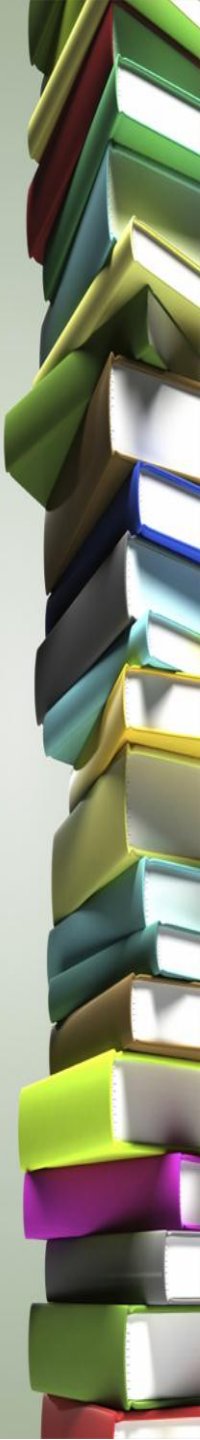
Western Oregon  
UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

## Session 7. Mar 1, 2013

1. Welcome: Focusing on Assessment
2. Standardized Proficiency Tests
  - Practice ELPA
  - Example of ADEPT
3. Assessing your students in class
  - Developmental Levels: brainstorming assess. tasks
  - Assessing functions/forms for your lessons
  - Developing rubrics
  - Assessment workshop time
4. Looking Forward



# 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>

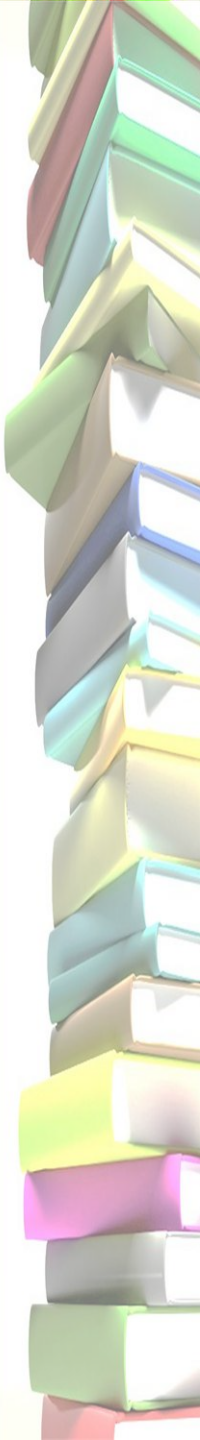
### **Practice test**

<http://www.oaks.k12.or.us/students.html>

### **What we will track:**

Forms required for Reading, Writing, Speaking, Listening

### **What did we learn from the practice test?**

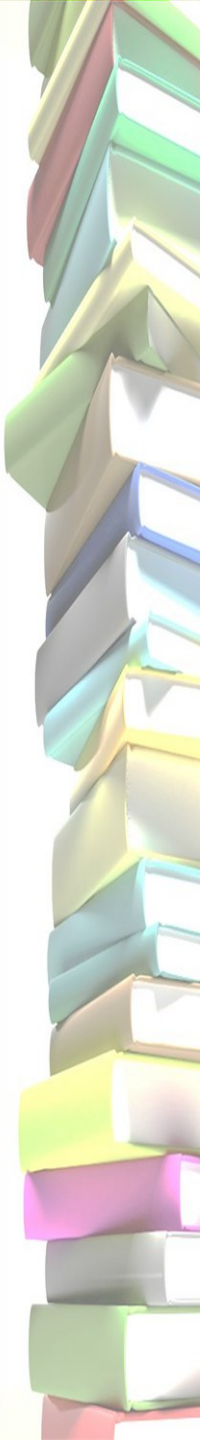


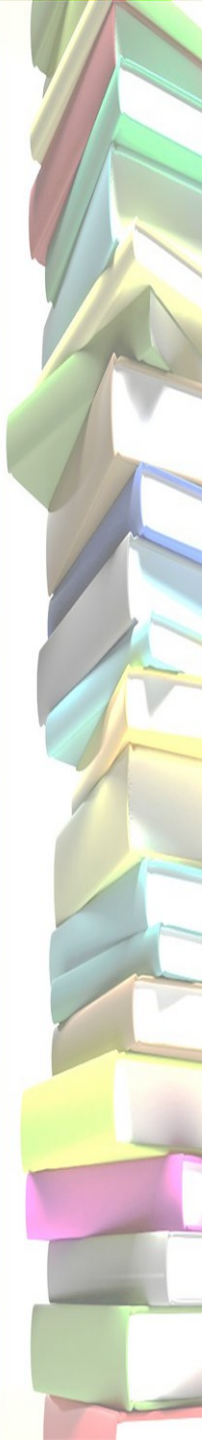
# ADEPT

## A Developmental English Proficiency Test

Demonstration

Laura and Andy





focusing

**Standardized Tests—Summative Assessment**

**State-wide (ELPA)**

**Local (ADEPT)**

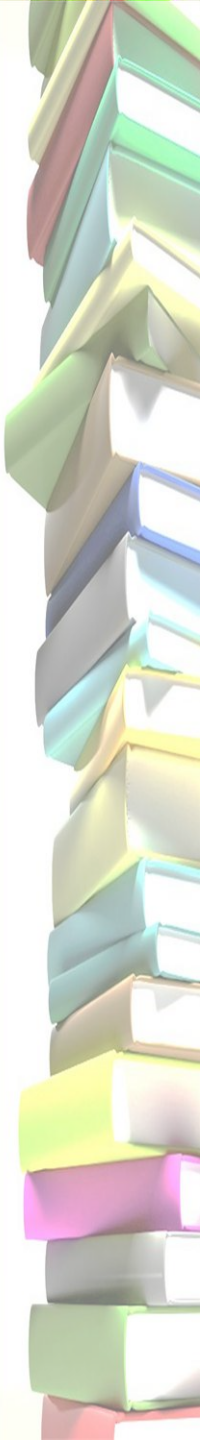
**Authentic Classroom**

**Formative Assessment**

**assessment tasks**

assessment tasks for the  
functions and forms  
in your lessons

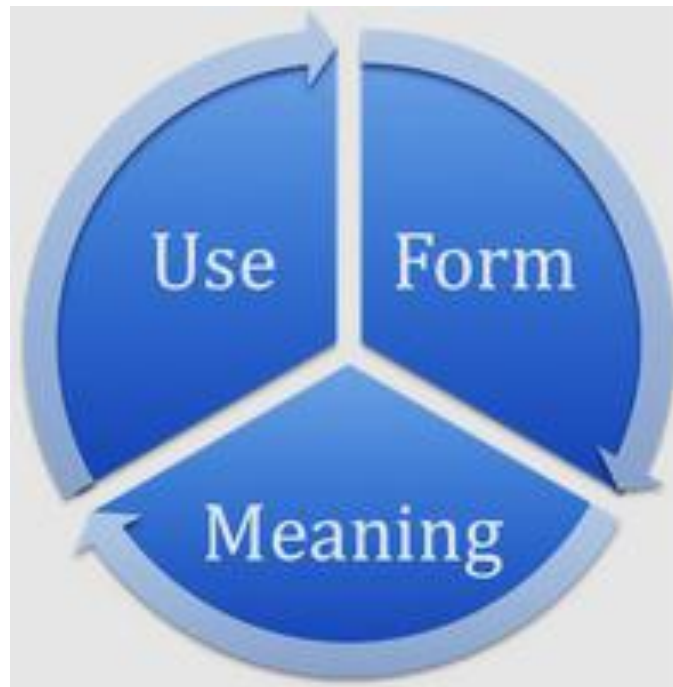
rubrics



# 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



# 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

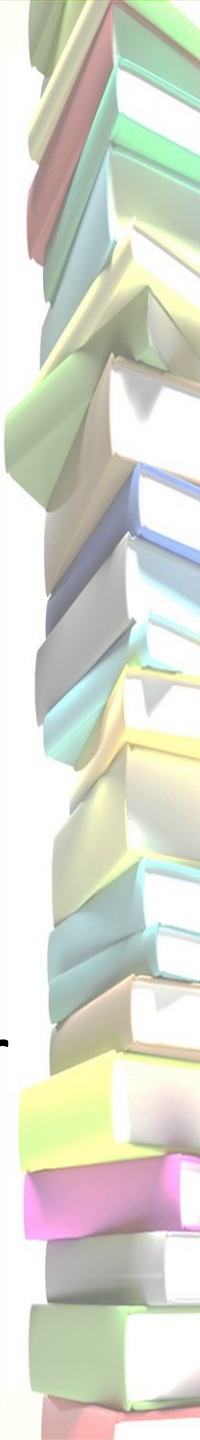
- graphic organizers to classify words or phrases
- sequencing pictures, sentences, or paragraphs
- drawing based on written text
- matching words with pictures, words, phrases, sentences; matching sentences with paragraphs
- underlining or highlighting main ideas or supporting details
- cloze exercises, miscue analysis
- discussion groups, comprehension ?s

## Writing

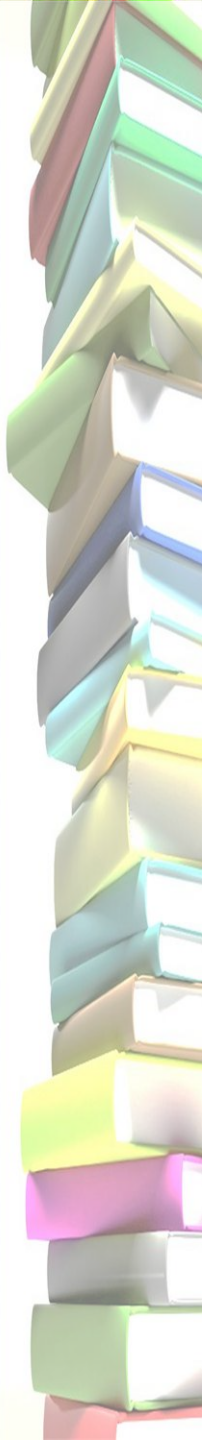
- essays (expository, persuasive)
- narratives (real or fictional)
- summaries
- notes, journals, and logs
- portfolio of writing samples

# Brainstorming...

- Look at the following resource for today's session on our website:
  - Developmental Levels of ELLs
- Examine the kinds of language behaviors that can be expected at your grade level.
- Make a list of authentic assessment tasks for the ELLs you currently have in your class.

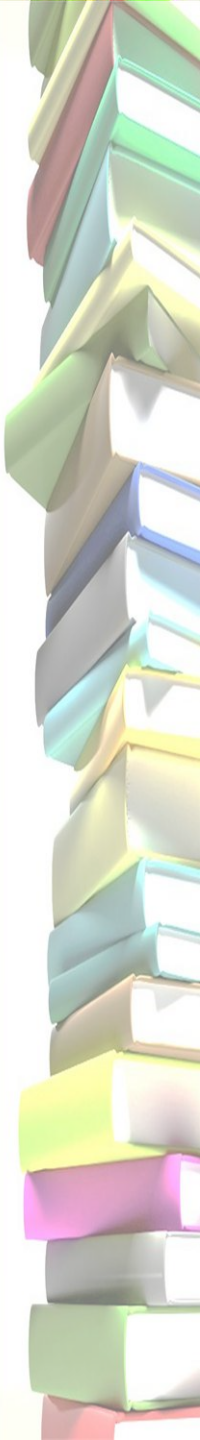






# Authentic Pre and Post Assessments for Specific Functions and Forms

- 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 two week literacy unit with the theme: oceans.

## 2) Functions that I will explicitly teach

Predict and Express Cause & Effect;

Explain Characteristics of People, Things, and Places;

Classify, Compare & Contrast

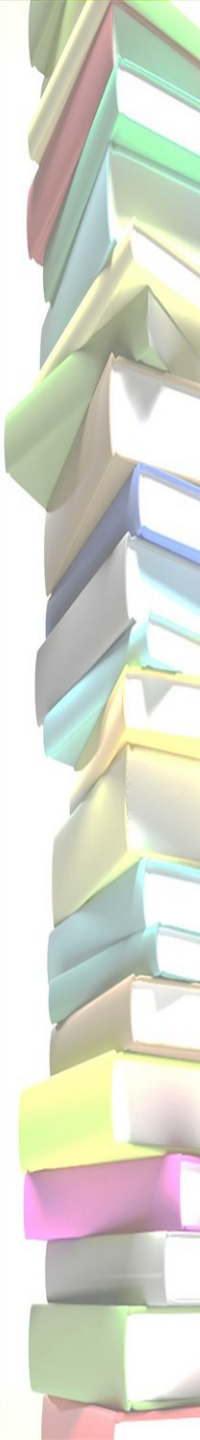
## 3) Forms that I will explicitly teach

use of *there + BE*;

past perfect;

conjunctions: due to, since, so, because, but;

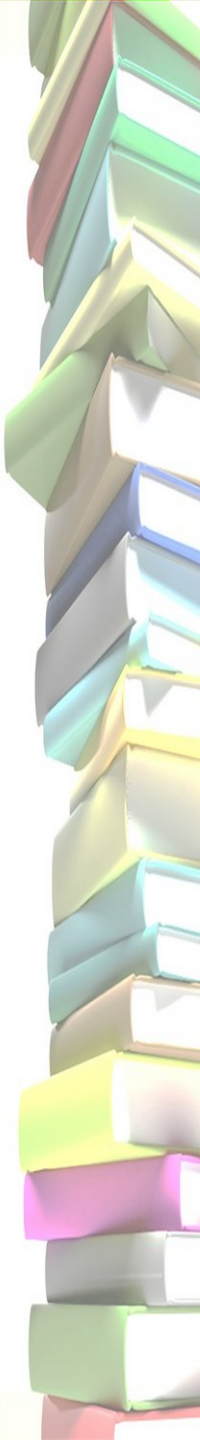
comparative adjectives



# Authentic Pre and Post Assessments for Specific Functions and Forms

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

- a. From a cause-effect paragraph on the theme, I will give a cloze test with blanks for *there+BE* constructions and past perfect verbs.
- b. After a lesson on the theme, students will write a paragraph that explains characteristics. They will be given sentence frames for conjunctions and asked to use them in at least three sentences.
- c. After a lesson on the theme, and making a compare and contrast chart with sentence frames for comparative adjectives, I will interview individuals to see if they can compare and contrast with the target forms.



# 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**

...

...

...

## **6) Brief description of post-assessment tasks**

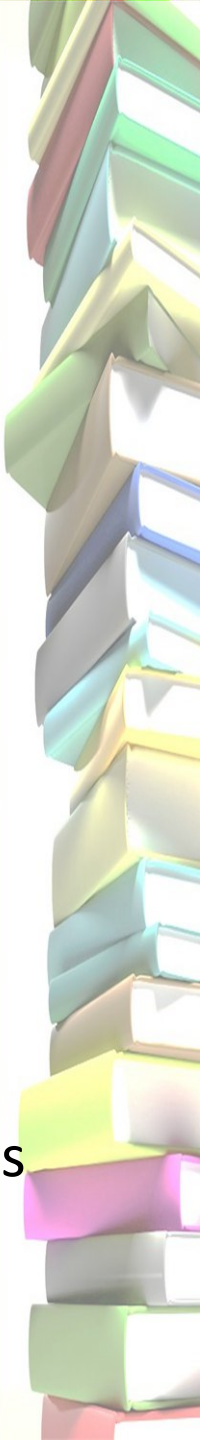
Tasks that are parallel to the pre-assessment.

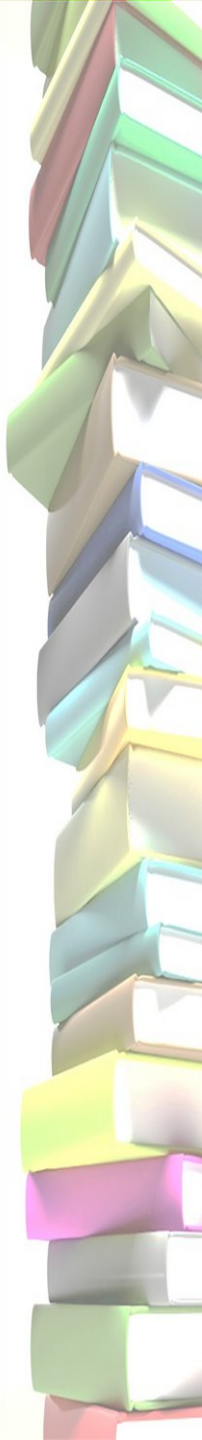
## **7) Brief description of assessment rubrics**

a. Reading rubric for the cloze paragraph

b. Writing rubric for the paragraph explaining characteristics

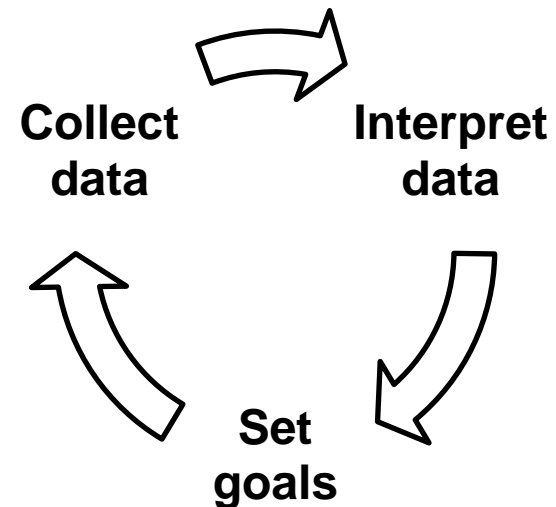
c. Speaking rubric for compare & contrast w/comp adjectiv.





# Effective Practices

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





Project LUISA

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## Looking Forward

Wed, Mar 6. Session 8: Final Session

- Read Welsh and Newman (2010)
- Spring Professional Development Plan
- Sharing what you have produced
- Reflection on the workshop series
- Check out our course website as we add resources.

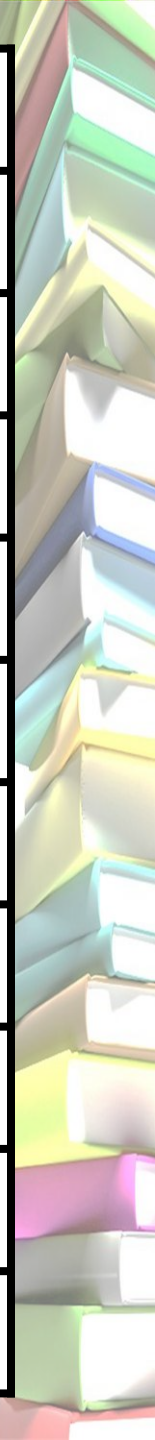






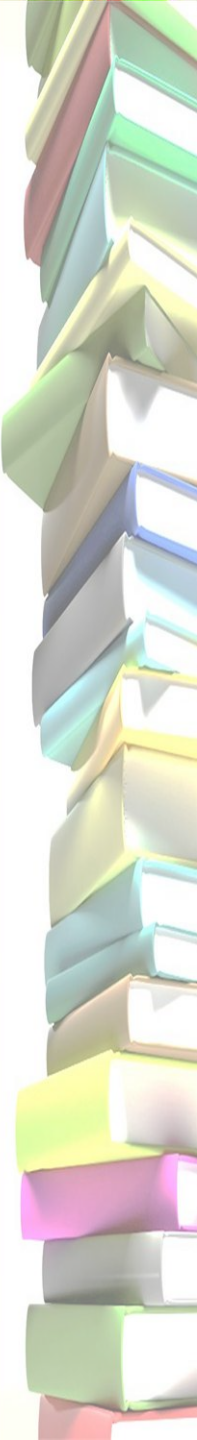


grade	theme	functions	forms	pre-assess	lesson tasks



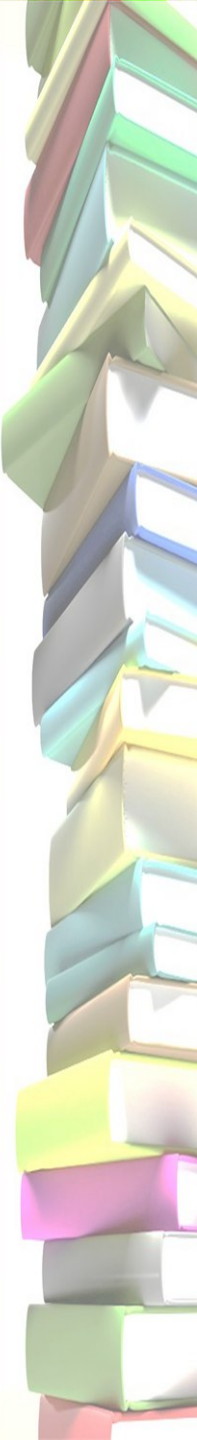
# Developing a Rubric

- Holistic –or– Trait-based?
- Focus on Skill, Function, or Form, or all?
- Identify desired results (what students should know and be able to do at the end of the unit)
- Determine acceptable evidence for a range of success
- Make rubric clear to the students when the assignment is given



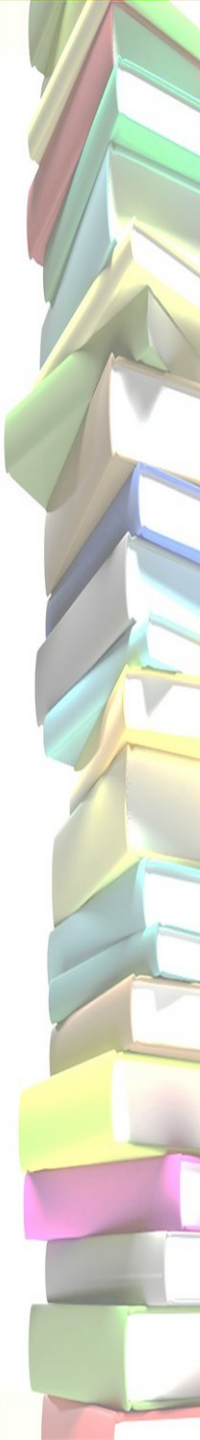
# Rubric for integrating source information

- 1) chooses appropriate sentences from source paragraph but does not place them in logical positions in their own paragraph
- 2) places appropriate information from source paragraph into their own paragraph but does not visually indicate which sentences are from the source and does not cite the source
- 3) visually distinguishes appropriate and accurate information from a source (uses quotes, italics or indentation as appropriate), but does not cite the source by name
- 4) uses quotation marks appropriately and accurately, and uses a variety of signal clauses and phrases



# A Simple Rubric for Specific Forms

- 1) does not produce target form
- 2) produces target form with support
- 3) produces target form with no support



# Rubrics Resources

On our website, Session 7

ELPA Skills (Reading, Writing, Speaking, Listening) Rubrics

Salem-Keizer SD General Rubric  
(from WOU-SKSD SPELL Grant)

Salem-Keizer ELD Language Monitoring  
(from WOU-SKSD SPELL Grant)

