



Daily Assessment that Informs Teaching of English Learners

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Introduction



Formative Assessment

- Moving away from deficit views
 - Not assuming
 - Not emphasizing what is missing
- Observing
 - Record language and actions
 - Focus on what students can do

Approaches to Formative Assessment

- Observation tool
- Portfolio
- Self-assessment
- Generous reading

Observation Tool

Name						
Date	Content	Activity	Language	Literacy	Social Interaction	Self-Efficacy

Marco

- Watch video
 - Record his language, literacy, social interaction, and self-efficacy
 - **Content:** Journal writing
 - **Activity:** Sharing his journal entry with the class
 - Try it



Analysis and Next Steps

Name	Date	Content	Activity	Language	Literacy	Social Interaction	Self-Efficacy
Marco	5/10/17	Journal Writing	Sharing entry with class	Answers questions; simple sentence; Listens and understands	Writes and says, "L"; Draws a story with characters and setting	Listens to T and STs; Follows T's discussion based including directionality "corner above Luigi"	Writes about his interest;
Next Steps	Provide a structure for STs to question each other in pairs about their writing so Marco can have more opportunities to produce answers in increasingly complex sentences. Provide an opportunity for the class to draw hats for each other with their first initials, like the hat Marco drew. Talk individually with Marco during journal writing time, asking him directional questions. Read aloud picture books that include direction words.						

Observation Your Way

- How do you note what students are doing with language in the classroom?



Student Portfolios

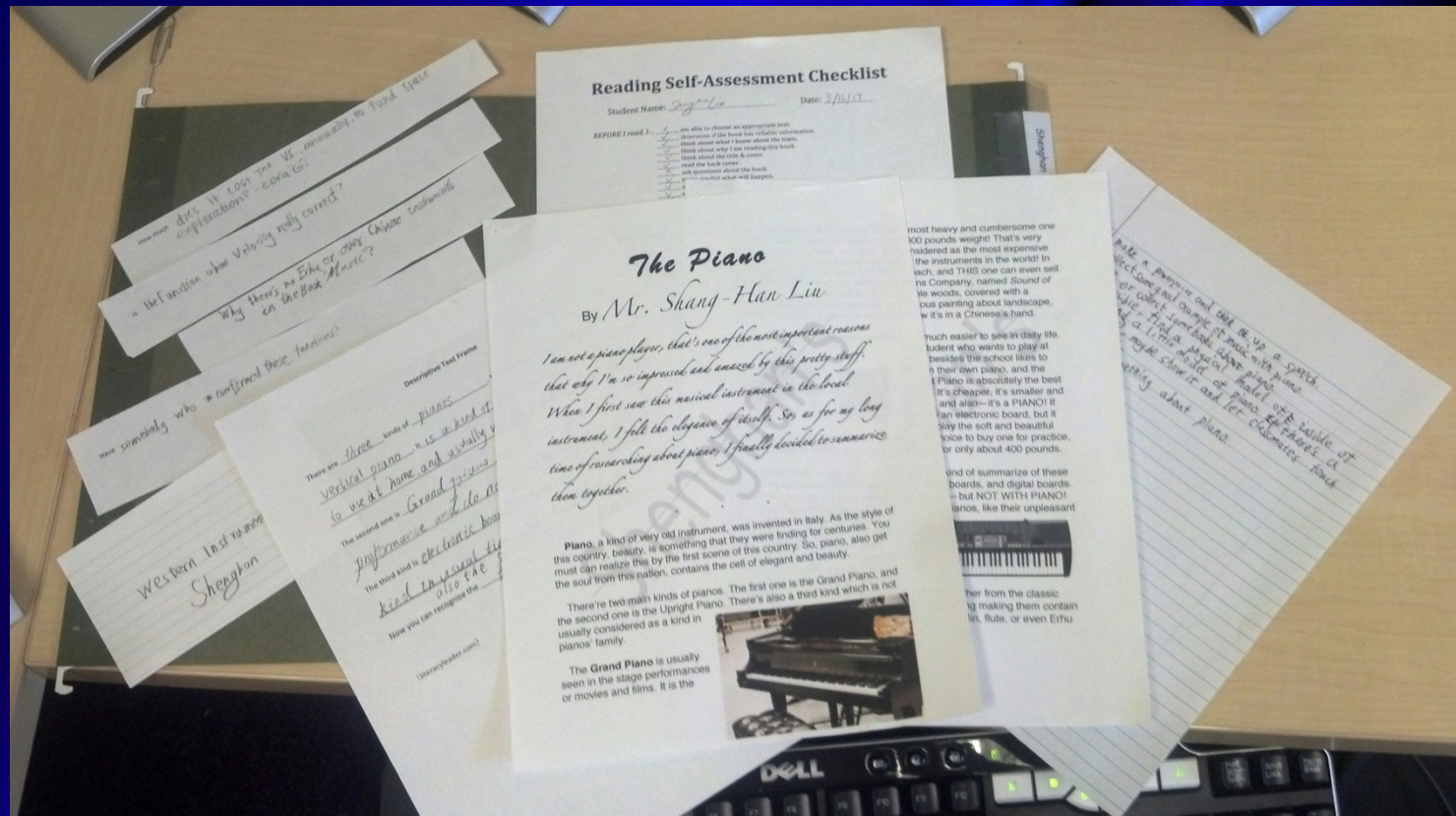
digital or hard copy

- Samples of student work
 - Recordings, written work, oral reading inventories, etc.
 - A variety, not always best work
- Regular conferences with students
 - Look for growth and talk about growth
 - Students can decide what to include
- Performance criteria or rubrics

Criteria based on state standards

- Formulate questions to focus thinking on an idea to narrow and direct further inquiry
- Synthesize information
- Collaborate to validate or revise thinking
- Create an organizational structure in which related ideas are grouped
- Organize, revise, and edit informational text

Shenghan's portfolio gr. 10 Chinese newcomer



Reading Self-Assessment Checklist

Student Name: *Shang-Han Liu* Date: *3/16/17*

- BEFORE I read:
- I am able to choose an appropriate text.
 - I am aware of the text's main thematic information.
 - I think about what I know about the topic.
 - I think about what I am reading this text.
 - I read about the title & cover.
 - I read the text & cover.
 - I ask questions about the text.
 - I know what I want to know.
 - I know what I will be doing.

The Piano

By Mr. Shang-Han Liu

I am not a pianist, but I am so impressed and amazed by this pretty stuff. When I first saw this musical instrument in the local instrument store, I felt the elegance of itself. So, as for my long time of researching about piano, I finally decided to summarize them together.

Piano, a kind of very old instrument, was invented in Italy. As the style of this country, beauty, is something that they were finding for centuries. You must can realize this by the first scene of this country. So, piano, also get the soul from this nation, contains the cell of elegant and beauty.

There're two main kinds of piano. The first one is the Grand Piano, and the second one is the Upright Piano. There's also a third kind which is not usually considered as a kind in piano's family.

The Grand Piano is usually seen in the stage performances or movies and films. It is the



most heavy and cumbersome one 100 pounds weight! That's very considered as the most expensive the instruments in the world! In fact, this one can even sell its Company, named Sound of the woods, covered with a nice painting about landscape, it's in a Chinese's hand.

It's much easier to see in daily life besides the school likes to have their own piano, and the upright piano is absolutely the best. It's cheaper, it's smaller and and also—it's a PIANO! If you want an electronic board, but it play the soft and beautiful voice to buy one for practice, it's only about 400 pounds.

And summarize of these boards, and digital boards, but NOT WITH PIANO! Pianos, like their unpleasant



Other from the classic piano, making them contain strings, flutes, or even Etrus

Does it look too big compared to hand space explanations? sorry &.

What function does valve play in correct?

Why there're Etrus or other Chinese instruments on the Box Music?

Have somebody who confirmed these histories?

Western Inst reason Shenghan

There are three kinds of piano: vertical piano, upright piano, and grand piano. The second one is Grand piano. Performance and the first kind is electronic piano. The third kind is electronic piano. kind is upright piano. also the. How you can recognize the.

make a piano in our life & up a good or what? some piano is made with piano. I find a piano in the store of a little music store of piano. I find a little music store of piano. I find a little music store of piano. I find a little music store of piano.

Student Self-Assessment

- Portfolio self-assessment
 - Look for habits over time
 - Look for strategies used
 - Look for problems encountered
 - Look for best work and work with challenges
 - Set goals
- Reading self-assessment
 - Discuss the instrument
 - Student names strategies used
 - Set goals

Shenghan's reading self-assessment

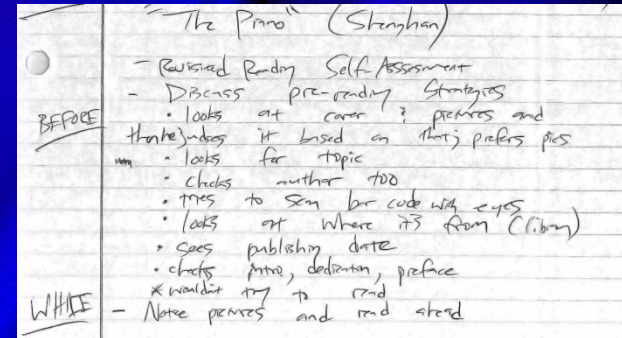
Reading Self-Assessment Checklist

Student Name: Shenghan Lin Date: 3/16/17

- BEFORE I read, I...**
- am able to choose an appropriate text.
 - determine if the book has reliable information.
 - think about what I know about the topic.
 - think about why I am reading this book.
 - think about the title & cover.
 - read the back cover.
 - ask questions about the book.
 - try to predict what will happen.
 - skim the pictures.
 - read words in bold-faced type.
 - preview parts of the book.
 - think about what I know about the topic.
 - set a purpose or goal for my reading.
 - Check the topic online (Other strategies)

- WHILE I read, I...**
- can read for an extended period of time.
 - use information I already know.
 - make connections to my personal experience.
 - make predictions.
 - stop and check to see if I understand what I'm reading.
 - correct myself when I make a miscue.
 - visualize what I'm reading.
 - ask questions when reading.
 - notice pictures/illustrations/graphs.
 - read fluently.
 - read ahead.
 - reread to understand confusing parts.
 - ask somebody if I don't understand a word.
 - use context clues.
 - will pick up some little notes around (Other strategies)

- AFTER I read, I...**
- can retell what I read (summarize, paraphrase).
 - know what information was important.
 - share what I learned through writing, discussion, dramatics, and visuals.
 - think about why I like or disliked the reading.
 - reread favorite parts.
 - reread to find details.
 - predict what might happen if the story continued.
 - decide whether the text met my purpose for reading.
 - think about the next book I want to read.
 - reflect on what I read.
 - make notes in my journal, notebook, or in my head.
 - will look up about the author (Other strategies)



Did the checklist on his own
 Revisited checklist with teacher
 Book title: Piano

- Before: Looks at cover and pictures and judges if he should read it based on it having many pictures
- Looks at author, topic, source, date,
- Notices the intro, dedication, preface,
- While: notice pictures and read ahead

(More self-assessments on my Pinterest page)

Next Steps

- Continue individual conferences to discuss additional reading strategies
- Continue inquiry on piano based on additional questions he asked
- Introduce other organizational methods
 - To see that there is not just one organizational pattern
 - To have additional tools for his future writing

Self-Assessment Your Way

What kinds of self-assessments do you use in your teaching?



Generous Reading



Jessica, Mexican American bilingual

Generous Reading

- Teacher reads student writing
 - Look for voices of others
 - Look for descriptive or literary language
- What does this tell you about the student as a person, and as a writer?
- What do you now understand about the piece of writing?
- Try it.

Generous Reading of Mexico

Voices of others

- Mountains and white sandy beaches. Ancient Mayans (book language)
- Same thing as here but its hotter (Phoenix resident)
- Carry the stuff on their heads (kid talk)
- Listen to the Mariachi music (Latino culture)

Descriptive or literary language

- Shaped like a hook, white sandy beaches, high mountains, ancient Mayans,
- You can go (3X)

Uses book language, but also her own voice

Makes the topic her own

Enjoys descriptive language

Positions herself as a traveler

Next Steps

Building on strengths and addressing challenges

- Mini-lesson and word wall with adjectives students can choose to use in future writing
- Introduce, demonstrate , and practice writing a conclusion

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