

Assessment: Keeping in the Loop

Working Your Way Toward
Effective Benchmarks

A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal, light blue, white) extending from the right side of the slide.

Types of Assessment:

- Summative
- Formative
- Formal
- Informal
- Performance
- Standardized
- Criterion Referenced

Assessment: Keeping in the Loop

- Assessment
 - Guides Instruction
 - Fluid & Dynamic
 - Formative
 - Teacher & Student Interact
- Evaluation
 - Measures mastery of content
 - Static
 - Summative
 - Involves a Value Judgment

Which is it?

- *Standardized
 - *Formal
 - *Informal
- *Evaluation
- *Assessment
 - *Criterion Referenced
 - *Formative
- *performance Assessment

Assessment Loop



Assessment: Keeping in the Loop

- Some things never change!
- Latin Root: To sit Beside

Authentic Assessment

*Process
Oriented &
formative*

*Focus is
Growth Over
Time*

*Highlights
Student
Strengths*

*Allows
teachers to
quickly shape
instruction*

*Conducted
within “real
life” scenarios*

Steps to Authentic Assessment



Your Turn

- **Grade Level Groups**
- **Write an authentic assessment for content you are currently studying in your classroom.**
- **Report Out**

Break

Coffee

Escape!

PLAY!

Assessment: Staying in the Loop

Some Things
Change A Lot!

CAL

“...the No child Left Behind Act...establishes annual achievement objectives for ELLs and enforces accountability requirements.. .” (p.8).

Howard, R., Lindholm-Leary, K. & Rogers, D.

2007). *Guiding Principles for Dual language Education*. Washington, D.C.: Center for Applied Linguistics

CAL:

“...Title I of the Improving America’s Schools Act (U.S. Department of Education, 1994) Mandates that assessments that determine the yearly performance of each school must provide for the inclusion if ELLs.” (p.8)

Source:

Howard, R., Lindholm-Leary, K. & Rogers, D. (2007). *Guiding Principles for Dual Language Education*. Washington, D.C.: Center for Applied Linguistics

Figure 2A: The English Language Proficiency Standards and Their Abbreviations

- The Beauty of WIDA
- The Integration of Language and Content
- Immersion Approach
- Could be English Only or Two Way Immersion

Figure 2B

- Power Standards/Benchmarks + Model Performance Indicators (Can DOs)+ Strands (Levels Beginning through Reaching)
= Success!

Video

- The Language of Social and Instructional Language
- In Pairs Classify Classroom Vocabulary With visual Support from pictures of everyday vocabulary and prompts for turn taking. (e.g. It is my turn)

Video

- The Language of Language Arts
- Sequence the events in *Number the Stars* and retell the story (using transition words) with student produced visual support (e.g. "First, Then, Next)

Video

- The Language of Mathematics
- Create and Change mathematic representations with visual supports, manipulatives, and guided questioning (e.g. plot coordinates on a graph)

Video

- The Language of Science
- Record scientific observation with support from graphic organizers and concrete substances (e.g. the texture of salt, baking soda, etc.)

The Language of Social Studies

- What should the MPI say?

Three Components of a MPI Model Performance Indicator

- Pg RG-14 Figure 3A

The Continuum of Second Language Acquisition

Entering (1)

- Concrete ideas and Concepts
- Explicit meaning
- Familiar situations
- Informal registers
- General vocabulary
- Single Words and Phrases
- Non-Conventional Forms

- Abstract ideas and concepts
- Implicit meaning
- Unfamiliar Situations
- Formal Registers
- Technical Vocabulary
- Extended Discourse
- Conventional Forms

Reaching (6)




Figure 3B: A strand of Model Performance Indicators with an Example topic



Break Into Grade level Teams

Sources:

Herrera, S., Murray, K.G., & Morales, Cabral, R. (2007). *Assessment Accommodations for classroom Teachers of culturally and Linguistically Diverse Students*. New York, NY: Pearson.

Howard, R., Lindholm-Leary, K. & Rogers, D. (2007). *Guiding Principles for Dual language Education*. Washington, D.C.: Center for Applied Linguistics

Radford, J. *Videos*. Virginia Department of Education. Richmond, Virginia

Reyes, R., & Vallone, (2007). *Constructivist Strategies for Teaching English Language Learners*. Thousand Oaks, CA: Corwin Press