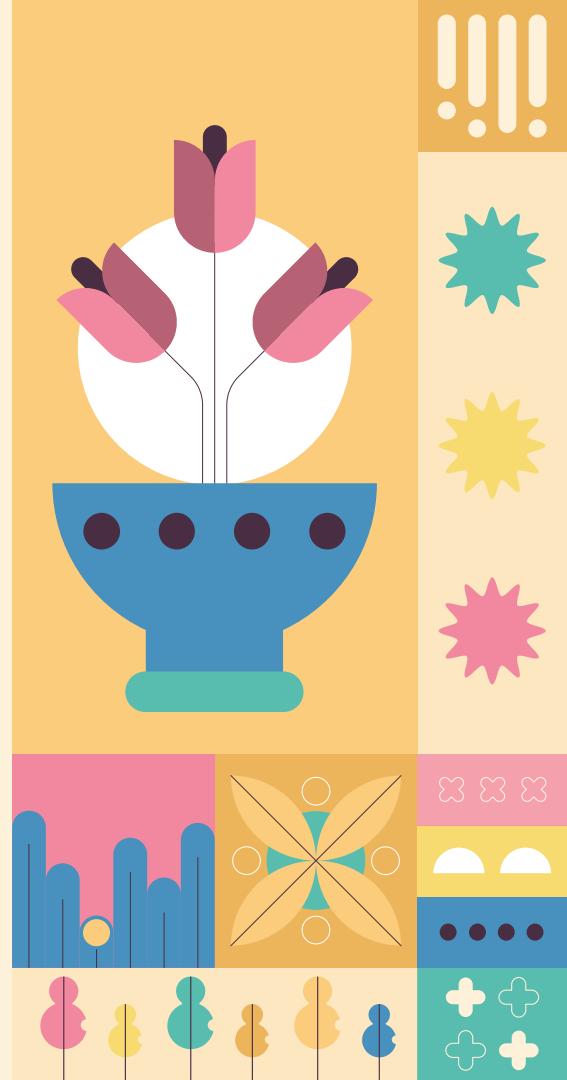# Chapter 9: Review and Assessment

EDDN 637: Discussion Board 9

Samantha Howe

What is your responsibility AS A TESOL PROFESSIONAL in terms of Initial Assessment of Language Proficiency?

"The purpose of the initial assessment of English language proficiency is to **obtain information regarding the student's proficiency in listening, speaking, reading and writing**" (LearnAlberta, n.d).

Educators should utilize this information to...
- **Determine Linguistic Gaps**
- **Determine an Educational Starting Point**
- **Determine Necessary Scaffolds**

Frequent progress monitoring is also necessary considering the fact that "a new student's initial assessment may be influenced by feelings of stress and dislocation. In some cases **students may underperform due to anxiety, a lack of confidence, and/or unfamiliarity with the local dialect and rate of speech**" (LearnAlberta, n.d).

What is the difference between formal and informal assessment? Give examples using key academic vocabulary.

Formal Assessment

- a.k.a **Summative Assessment**
- Goal: to determine if learning goals have or have not been met
- Typically happen at the end of a lesson or unit of study

(Chappuis & Stiggins, 2020)

Examples:
- Standardized Tests
- Portfolios
- Essays
- Exit Tickets (To be graded)

Informal Assessment

- a.k.a **Formative Assessment**
- Goal: monitor progress and adjust instruction as necessary.
- Ongoing and occur throughout all phases of a lesson/unit

(Chappuis & Stiggins, 2020)

Examples:
- Student Check-ins
- Class Discussions
- Think-Pair-Share
- Exit Tickets (To check for understanding)

How will you differentiate instruction and assessment tools?

Range
Modified quantity of responses. Ex. Only even numbered questions

Time
Extended response and processing time.

Level of Support
Provide appropriate scaffolding tools that will support students in completing academic tasks. Ex. translations, verbal directions

Difficulty
Provide resources that decreases the high demand of tasks. Ex. calculator, word banks.

Product
Choice of assessment products. Ex. Drawing, writing, typing, speaking, etc.

Participation
Modified involvement. Ex. self-assessment, small group assessment, think-pair-share, etc.

Role
Allow opportunities to participate in effective peer collaboration. Assign roles that are necessary and appropriate for the student's English proficiency.

(Echevarria, et al., 2017)

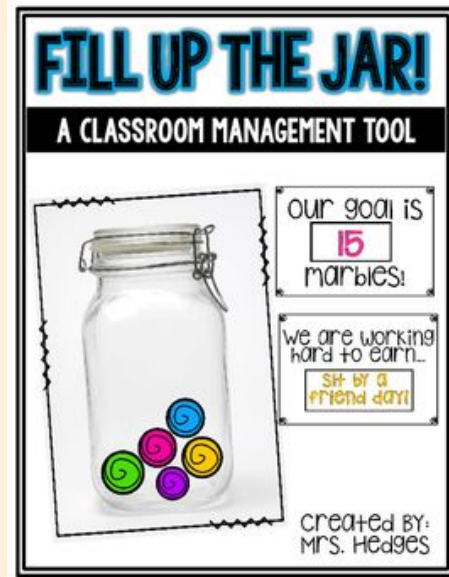# How will you assess student progress and learning?

There are a variety of ways to assess student progress and learning. Both individual and collaborative assessments can yield accurate data regarding student progress. Student check ins such as the 3-2-1 assessment are a great individual informal assessment tool. "Students simply indicate with one, two or three fingers how well they think they met lesson objectives" (Echevarria, 2017). This is a quick lesson check in, but alternative assessments may be necessary to ensure the validity of the self-assessment. Another useful informal assessment is review games. Kahoot and jeopardy can be used either individually or collaboratively as a way to assess lesson objectives at the end of a lesson. Student's success in the game will determine whether or not they need advanced supports or additional instruction. I would also recommend teachers to keep frequent progress monitoring data as a way to track progress. A running record of student work samples will clearly reveal progress or lack thereof.

GIVE ME A SIGN

I don't understand | I kind of understand | I get it!

Kahoot!
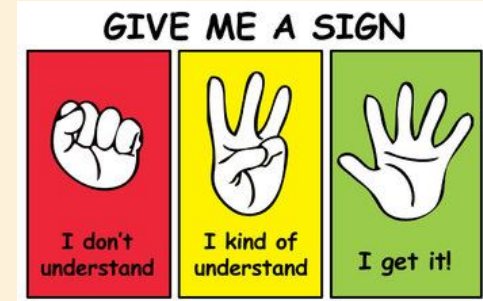
What are ways to provide specific constructive affirmation to students to keep them progressing and motivated?

Strengths Based Approach

When correcting student responses it is important to address what they have done correctly, as well as what needs improvement. Starting with strengths allows students to maintain confidence and motivation. Ex. "You did a great job adding all these numbers! Just make sure you remember to regroup when subtracting!"

FILL UP THE JAR!
A CLASSROOM MANAGEMENT TOOL

our goal is
15
marbles!

we are working hard to earn...
sit by a friend day!

created by:
Mrs. Hedges

Positive reinforcement

Rewarding hard work within the classroom is an excellent way to increase student motivation. This can be done individually or collaboratively as a class. It can be as simple as a high five or more complex like a whole class reward system. Many teachers in my school utilize marble jars. When the class gets a compliment or is working exceptionally well, they receive a marble. Once they fill the jar with a certain amount of marbles the class receives an award (free time, movie, party, etc.)

References

Chappuis, J. & Stiggins, R (2020). *Classroom assessment for student learning: Doing it right – using it well*, (3rd Ed.). Upper Saddle River, NJ: Pearson Education.

Echevarría, J., Vogt, M., & Short, D. (2017). *Making content comprehensible for English learners: The SIOP model*. Pearson.

LearnAlberta. (n.d). *Initial Assessment of Language Profiency*. Alberta Government. https://www.learnalberta.ca/content/eslapb/languageproficiencyassessment_initial.html#:~:text=The%20purpose%20of%20the%20initial,determine%20instructional%20starting%20points