

EDDN 637 REVIEW AND ASSESSMENT

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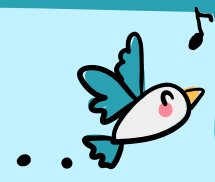
WHOA!

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


- Ensure that ELL students are placed age-appropriate not on language proficiency.
- Understanding and Assessing the social-emotional, cognitive, linguistic and academic domains of ELLs. ELLs comes from diverse backgrounds and brings considerable cultural and linguistic experiences which have implication for instruction, assessment and program design (Echevarria et al., (2017, p.4)
- Create effective, responsive learning environment using different resources and adapting to research-based pedagogy to promote success of ELL/MLL students





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

Formal Assessment	Informal assessment
<p data-bbox="150 309 931 481">"Formal assessment can be formative (to achieve a baseline or beginning point) or summative (to determine progress overtime)" (Echevarria et al., 2017, p.229)</p> <p data-bbox="150 489 931 568">Examples. Standardized and non-referenced test</p> <p data-bbox="164 625 888 667">Examples using academic key vocabulary:</p> <p data-bbox="150 716 873 757">Create a presentation on the Sahara-trade.</p>	<p data-bbox="975 309 1723 478">Unplanned observations, general feedback, and ongoing activities for determining the extent to which students are learning content.</p> <p data-bbox="975 532 1734 798">" The assessments measures generally used by teachers to gather data about their students' academic and language performance in the classroom tend to be informal assessment" (Echevarria et al., 2017, p.228).</p> <p data-bbox="975 805 1503 847">Example using key Vocabulary:</p> <p data-bbox="975 855 1599 891">"Can you explain me more about it?"</p> <p data-bbox="975 898 1445 934">"Can you retell the story?"</p>





3. How will you differentiate instruction and assessment tools?

- I will differentiate instruction and assessment tools based on data gathered during before, during and after instruction from multiple activities and observation to identify learners' needs and strength.
- I will differentiate the instruction and assessment across the content, product, process and learning environment.

" Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction." By: Carol Ann Tomlinson





Contd.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile (:


Content - what the student needs to learn or how the student will get access to the information;

Process - activities in which the student engages in order to make sense of or master the content;

Products - culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and

Learning environment - the way the classroom works and feels.

For example:

- providing sufficient wait time to respond question and complete the task
 - Providing appropriate scaffolding based on their levels and needs.
 - Simplifying instructions, permitting to use calculators, dictionaries
 - Encouraging peer-to- peer interaction, self-assessment, facilitating cooperative learning.
- 






4. How will you assess student progress and learning?

→ I will assess student progress and learning using range of assessment such as pre-assessment, formative and summative assessment. Pre assessment are used to assess prior knowledge using open ended questions or KWL chart. Formative assessments are used during the lesson to tailor the needs of students and summative assessments are used at the end to assess the students mastery of the content or concepts.

“ Educational assessment is a formal attempt to determine students’ status with respect to educational variables of interest” (Popham,2014, p.8)





some examples to check students' understanding are:

Study Guide : What are the main topics, supporting details, important person's contributions, terms, and definitions?

Illustration: Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your Visual representation.

KWL Chart :What do you know, what do you want to know, and what have you learned?



Sticky Notes Annotation

Use sticky notes to describe key passages that are notable or that you have questions about.

. 3-2-1 : 3 things you found out, 2 interesting things, and 1 question you still have.


Outline : Represent the organization of by outlining it.






5. What are ways to provide specific constructive affirmation to students to keep them progressing and motivated? (Think about technology tools too, badges etc.) share at least one link, hand-out, exit ticket, or other realia to an assessment tool you use in your professional practice. (Take a photo!)


Some ways to provide specific constructive affirmation to students to keep them progressing and motivated are as follows:



- Using **class DOJO** to give points/ rewards for classroom behavior and completing homework
 - **Liveschool** is platform for efficiently tracking, rewarding, and improving student behavior. It provides feedback from teachers.
 - Exit ticket :
https://www.canva.com/design/DAFzhnfb6XM/Z9QJghSDNey4u4aW7kHPnA/edit?utm_content=DAFzhnfb6XM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- 


Growth Mindset AFFIRMATIONS

When I 
PRACTICE,
I *see* great
results!

 When I
put forth
more
effort, I
IMPROVE!

I am
CAPABLE
of doing
difficult
things! 

 When I 
practice,
my *neural*
connections get
STRONGER!

I take care of
my **BRAIN** by
getting enough sleep,
eating healthy foods,
and *drinking plenty*
of water! 

I don't always
get what I *wish*
for, but **DO** 
get what I
WORK FOR!





REFERENCE:

Echevarria, J., Vogt, M., & Short, D. J. (2017). *Making content comprehensible for English language learners: The SIOP model* (5th ed.). Pearson/Allyn and Bacon.

Tomlinson, C., *What is differentiated instruction?* | *Reading Rockets*. (n.d.). Reading Rockets.
<https://www.readingrockets.org/topics/differentiated-instruction/articles/what-differentiated-instruction>

[Edutopia-finley-53ways-check-for-understanding.pdf](#)

Popham, W. J. (2014). *Classroom Assessment: What teachers need to know* (7th Edition).



THANKS!

Do you have any questions?
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