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

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Date</td>
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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

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<tr>
<th>Name</th>
<th>Date</th>
<th>Content</th>
<th>Activity</th>
<th>Language</th>
<th>Literacy</th>
<th>Social Interaction</th>
<th>Self-Efficacy</th>
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<tbody>
<tr>
<td>Marco</td>
<td>5/10/17</td>
<td>Journal Writing</td>
<td>Sharing entry with class</td>
<td>Answers questions; simple sentence; Listens and understands</td>
<td>Writes and says, “L”; Draws a story with characters and setting</td>
<td>Listens to T and STs; Follows T’s discussion based including directionality “corner above Luigi”</td>
<td>Writes about his interest;</td>
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### 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
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
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
References