TSL 4320: Class 7
AGENDA

- Announcements—ELI Partners begin 10/29
- Review—BICS/CALP, Cummins Quadrants
- Stages of Language Acquisition Applied
- Three Principles—Echolocation Lesson Analysis
- Lesson Planning Groups
- Assessment—Types, Validity/Reliability, Strategies
- Book Buddies (if time allows)
- Quiz—6:45
REVIEW--BICS vs. CALP: What is the difference?

<table>
<thead>
<tr>
<th>BICS</th>
<th>CALP</th>
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Cummins’ Quadrants Review

<table>
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<tr>
<th>Quadrant 1</th>
<th>Quadrant 2</th>
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<tbody>
<tr>
<td>Cognitively Undemanding</td>
<td>Context Reduced</td>
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<tr>
<td>Context embedded</td>
<td>Context Reduced</td>
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<tr>
<td>Quadrant 3</td>
<td>Quadrant 4</td>
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<td>Cognitively Demanding</td>
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Ideally, we want to provide ELLs with:

- High Context and
- High Cognitive Demand

QUADRANT III
Stages of L2 acquisition

- Pre-Production (silent period)
- Early Production (one-word responses, chunks)
- Speech Emergence (creating novel sentences)
- Intermediate Fluency (fluency in social settings)
- “Learned” knowledge is limited

TASK: **SG, p. 31, 32**: Review and then classify the language samples on the handout
In order to be an effective teacher for ELLs, we must apply these 3 Principles:

- **Increase Comprehensibility** – e.g., utilize realia, graphic organizers, pictures, puppets, and other hands-on materials.

- **Increase Interaction** – e.g., cooperative learning (individual accountability/positive interdependence) and pair work that focus on content AND LANGUAGE DEVELOPMENT.

- **Increase Higher order thinking skills** – e.g., ask follow-up questions that require more complex language as well as more complex thinking.

**ECHOLOCATION LESSON ANALYSIS—HOW DID IT ADDRESS/NOT ADDRESS THESE PRINCIPLES??**
Partial lesson plan requirements--

1. In order to increase comprehensibility (principle #1), design a hands-on activity that introduces key concepts in the lesson and/or builds prior knowledge. (In keeping with the Teach the Text Backwards sequence, this activity is intended to be done with students prior to their reading of the chapter. In other words, this activity is used to introduce the topic.)
2. In order to increase interaction (principle #2), design 1 cooperative learning activity that corresponds with your lesson. Make sure the activity fosters both positive interdependence and individual accountability.
3. In order to foster higher order thinking skills (principle #3), create an assignment or a set of questions that cultivate critical thinking (at least 2 higher order tasks/questions for beginning and intermediate levels).

Higher order thinking workshop tentatively scheduled for Class 9!!
Lesson Planning Groups

- Meet with 2-3 people in your content (or a related) area you want to work with on the lesson plan assignment.
- Decide on whether you will adapt an existing lesson plan for ELLs or create a new one.
- What are the objectives/standards?
- Determine what text/article/passage you will use with the lesson (you must integrate listening, speaking, reading, and writing in with content). You can use this text with the TGBA online assignment for next week.
Assessment
TEST
Assessment
Evaluation
Using What You Know

☐ List the tests and assessments you have used, taken, or observed being used in a classroom setting
Formative vs. Summative Assessment

Formative
- Evaluating “forming” competencies & skills
- Goal—help with knowledge development
- Provides feedback to guide
- Eye toward future
- Informal assessment often focuses on this

Summative
- Measures or summarizes what learned
- Usually at end of course
- Examples—general proficiency and final exams

GO THROUGH THE “Test” CARDS YOU WROTE, DISCARD DUPLICATES. DISCUSS IF SUMMATIVE OR FORMATIVE.
A Look at Standardized and Classroom Tests and Assessments
Standardized/Traditional Assessment

Administered using standard procedures

High stakes testing - used for accountability and measure student knowledge and skills

Florida (and other states) allow accommodations for ELLs on statewide assessments (dictionary, tested in separate room with ESOL teacher, etc.)

Either **Norm-referenced** or **Criterion-referenced**
1. Norm-Referenced

✓ Typically multiple choice with students “bubbling” in answers for easy scoring
✓ Compares performance of test takers to the performance of test takers in the norm group
✓ Items selected by how well ranks students from high to low
✓ Overall estimate of ability in general field of knowledge/skill relative to others
✓ Main score types:
  1. **Scale scores**: 3 digits number that allows to compare score year-to-year; can be averaged
  2. **Percentile ranks**: Range from 1-99; cannot be averaged (in large enough group average would be 50). Often reported in ranges to account for standard error of measurement.
2. Criterion-Referenced

- Performance of test taker compared to a standard (FCAT compares to SSS)
- Test takers with knowledge will show mastery domain
- Assessment linked to learning
- Can be used as a diagnostic tool
- Items may be identical to norm-referenced, but purpose different
Issues to consider when developing a criterion-referenced instrument:

- Objectives to assess (what)
- Item construction
- How to administer
- What shows mastery
Purpose determines appropriateness of one type of test or another.

- **Norm-referenced**—to compare learners
- **Criterion-referenced**—to provide teacher/student feedback on mastery of an objective
Classroom/Alternative Assessment

- Measure achievement of course objectives (criterion-referenced)
- Assess teacher effectiveness
- Can be learning experience
- Can be integrated assessment with instruction
- Formats vary - projects, portfolios, self-assessments, observations, etc.
- Should be modified for ELLs according to their English proficiency levels
Assessments: Benefits & Concerns

☐ With your small group, think about some benefits and concerns about using standardized/formal assessments and about using classroom/informal assessments especially with ELLs

Standardized Classroom
Multiple measures offer a view of language abilities through different lenses...
Strategies to Use When Assessing ELLs
Standardized

☐ Read instructions aloud to students.
☐ Explain instructions in native language
☐ Check with students periodically to ensure their understanding
☐ Allow the use of bilingual dictionaries (Note that students should have had practice in using them prior to testing)
☐ Provide test-taking instruction
☐ Use the test format during instruction

NOTE: SEE TEST DIRECTIONS TO SEE WHAT ALLOWED!
Classroom/Alternative

☐ Teach the content covered by the assessment
☐ Inform students how they will be assessed
☐ Match assessment methods with instruction methods
☐ Conduct comprehension checks during instruction
☐ Use observations, participation, interviews, checklists projects, and other alternatives
☐ Analyze tests prior to giving for cultural and linguistic bias. Modify as necessary
☐ Provide word banks
☐ Read test aloud
☐ Provide additional time
☐ Modify according to ELLs language proficiency
Classifying Activity

☐ In your small group classify some of the tests/assessments you wrote down earlier

☐ Are they more formal/traditional/standardized or more informal/alternative?
REVIEW: Norm-referenced, criterion-referenced, alternative tests

Consider:

☐ Why would a teacher use one type or another?

☐ What are some validity concerns of each?
Validity

Does the test measure what it purports to measure?
Valid or Invalid?

- A teacher has students follow along in their books and listen to a tape of a story. Afterwards, she tells them to write a summary of the story in order to check reading comprehension.

- ELLs are given a standardized test that did not include ELLs in the norm group.

- An art teacher makes up a 30-item final exam that covers the material taught in the second half of the semester. A student's score is supposed to reflect knowledge of the material covered in the second half of the semester. A student questions him, complaining that the test was unfair since it primarily focused on the material in two chapters of the text, and that most of the items were trivial as opposed to addressing the main themes stressed in the class.
Reliability

Consistency between scores.
Reliability

1. Interrater
   If you have two observers watching the same behavior, their scores should agree with each other.

2. Internal Consistency
   Within a test, people should respond in a consistent way to all of the questions (ex: people with high self-esteem should score highly on all the self-esteem questions).

3. Test-retest
   If you give people a test more than once, they should get about the same score each time.
Scorer Reliability

- **Inter-rater reliability**—measures the extent to which different raters agree about assigned score/rating. Estimated by correlating the ratings of different raters.

- **Intra-rater reliability**—measures the extent to which the same rater is consistent in his/her ratings from one occasion to the next. Estimated by correlating the scores of the same rater over different occasions.
Some Factors Affecting Reliability

- Test taker's temporary psychological or physical state (nervousness, test-wiseness)
- Environmental factors (too hot/cold, noise, lighting)
- Test form (alternate forms of same content)
- Multiple raters

These factors are sources of random error of measurement.
Is the following test likely reliable?

☐ An ELL has the flu when taking your summative chapter test and is constantly blowing his nose and is chilled?

☐ Ms. Nesmith is scoring an essay written by an ELL. She doesn’t count off because he didn’t provide adequate details because he tries hard.
5 Principles of Language Assessment

1. Is it VALID?
2. Is it RELIABLE?
3. Is it PRACTICAL (efficient and cost-effective)?
4. Is it AUTHENTIC (reflects “real world” language)?
5. Does it provide positive WASHBACK (consequential validity; test as learning experiences--formative assessments)?
Book Buddies

Time Permitting

6:45 Quiz
Next weeK—Class 8

- ONLINE—http://proeducational.com/inc/m_index.html or course website. Select/read Module 4
- Select a chapter from your textbook or from a reading assignment for applying From Text to Graphics and Back Again. IDEALLY YOU WILL USE THE READING YOU PLAN TO USE WITH YOUR LESSON PLAN. YOU CAN DIVIDE UP TASKS WITH YOUR GROUP BUT THEY MUST ALL GO TOGETHER AND SHOW A FLOW.
- Preview the chapter, identify the main topics, and determine the organizational pattern of the reading.
- Create one graphic organizer that provides an overview or preview of the main topic. Remember that sometimes the simplest graphic organizers convey the most information. In other words, you do not need to load the graphic organizer with every detail from the chapter. Think "big picture" when creating this graphic organizer.
- Create two-four graphics organizers for teacher modelling/use about different subtopics found in the chapter. For each of these graphic organizers, create two to three questions you can ask students in order to generate language about the content of the chapter.
- Create two blank graphic organizers that students can fill in themselves when reading a particular section of the text.
- Create one writing prompt for students based on one of the graphic organizers.
- Go to www.graphicorganizers.com and look at organizers!

BRING ASSIGNMENT TO CLASS 9!! NO NEED TO EMAIL!
Class 9

☐ * D-R, Ch 6 (begin at “English-Lang. Literacy Development”)
☐ * CP-Lapp & Rodriguez, Using Reading Strategies
☐ * August et al., “The Critical Role of Vocab....”
* Develop 3 higher order questions and 3 comments about each. These will be randomly collected in class.

Finish Book Buddy Book! Think of ideas for presentation

BRING LESSON PLAN YOU WILL USE AND TEXT USING FOR LESSON PLAN!