


LITERACY COALITION OF CENTRAL TEXAS



LITERACY
FORWARD

ENGLISH FORWARD: WHAT WORKS IN 1 TO 1 TUTORING

MODULE 5

ALTERNATIVE ASSESSMENT | KNOWING WHAT STUDENTS KNOW

NAVIGATION

Pause the video now and read the following:

You can pause the video in several ways:

- Click on the Pause Button on the video. 
- Click anywhere on the video image.
- Click the space bar on your keyboard.

To play again:


- Click on the Play Button to start video. 

Pause - Read - Play - Repeat

For each new slide, do the following:

- Pause the slide.
- Read the slide.
- Click the Play Button to hear narration and go to the next slide.

INTRODUCTION




OVERVIEW

1. Understanding Standardized Tests and Alternatives
2. Find the Right Assessment for Your Purpose
3. Use a Reading Demonstration as ESL Assessment
4. Tips for Tutors:
 - Create Accomplishment Charts
 - Using Stories as Prompts
5. Using Stories as a Starting Point
6. Points to Remember
7. Resources

TEACHER CAN-DO SELF ASSESSMENT (PRE)

I can:	No Problem	Sort Of	Not Really
Describe what a standardized test is and how it is used.			
Explain different kinds of alternative assessments and match them to a particular purpose.			
Identify my student's interests and goals.			
Set up my own Reading Demonstration using objects, pictures and print from my English Forward Realia Toolkit.			
Use a story to gauge English language and literacy skills.			



STANDARDIZED TESTS AND ALTERNATIVE ASSESSMENTS: THE WHAT AND HOW

CHARACTERISTICS OF STANDARDIZED TESTS

- All students get the same questions or subset of questions.
- Test administration procedures are standardized.
- Results are used to report the achievement of a large number of students within and across programs.
- The progress that literacy students might make is often not captured.
- Standardized tests designed for native speakers of English are often not appropriate for beginning level ESL students.

ALTERNATIVE ASSESSMENTS

Alternative Assessments:

- Are often created by a teacher or a tutor.
- Can capture a student's goals, interests and needs through interactive activities.
- Are often curriculum-based and are closely related to the knowledge and skills being taught.
- Serve as diagnostics to show what a student knows and what he/she needs to learn.
- Can be performance-based, capturing what a student can do with language and literacy.

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MATCH THE ASSESSMENT TO YOUR PURPOSE

MATCHING ASSESSMENTS TO YOUR PURPOSE		
Purpose	Type of Informal Assessment	What to Do
Assess how much English your student speaks.	Oral Proficiency Assessment	Ask questions: What is your name? Where are you from? Do you have children? How many? Please tell me what's in this picture.
Learn what your student needs English for and what her interests are.	Interest Inventories, Goal Setting Activities	Ask the student to identify items of interest; use Goal Setting Cards from the English Forward Curriculum; objects and print materials from the Realia Toolkit; ideas from the Toolkit Generator.
Find out more about your student's basic reading and writing skills.	Print Awareness and Comprehension Reading Demonstration	Ask student to point to words/numbers in a text; read a few sentences aloud and answer questions; ask student to identify words and answer questions based on print realia.
See if your student is making progress and learning the key skills you are teaching.	Can-Do Checklist and Performance Observation	Create Can-Do lists based on what you are teaching; ask questions and use Can-Do List before and after a unit.

USING A RUBRIC TO DETERMINE LEVELS

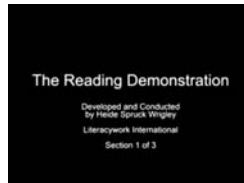
PROFICIENCY RUBRIC FOR CONVERSATIONAL SKILLS		
Ability	Indicators	Learning Needs
Advanced Level 5	Carries on a natural conversation, offers details even when not prompted.	Discussions about big ideas, current events, academic or technical vocabulary.
Proficient Level 4	Answers questions and expands; offers some additional information.	Conversation practice on topics of interest (sports, tools, shopping), vocabulary specific to a goals.
Functional English Level 3	Provides information and expands when prompted.	Expressions and phrases used in everyday life; some higher level alternatives to express ideas, asking and answering questions.
Basic English Level 2	Needs repetition of question and needs visual prompt, gives only short answers.	Lots of new vocabulary; conversations around family, country, favorite things to do, asking and answering questions.
Minimal English Level 1	Does not respond or answers in single words.	Basic vocabulary and phrases, repetition of conversations focused on greetings, saying thank you, asking for information.

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THE READING DEMONSTRATION:
BESSIMA SHOWS HER STUFF

KEY ASPECTS OF THE READING DEMONSTRATION (1)

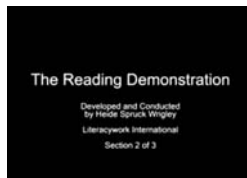
- Performance-based assessment
- Demonstration of knowledge and skills related to daily life
- Tests real world knowledge and literacy practices
- Offers insight into reading fluency
- Allows the teacher to analyze strengths and weaknesses



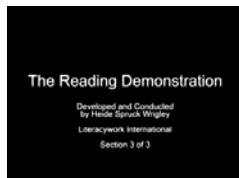
The Reading Demonstration (video 1 of 3)
<https://www.youtube.com/watch?v=OwQHRcXNq6A&index=3&list=PL24ADBICFC4C0925F>

(Note: These are old videos and the audio is out of sync with the videos. We believe they are, nevertheless, worth watching.)

THE READING DEMONSTRATION: VIDEOS 2 & 3



The Reading Demonstration (video 2 of 3)
<https://www.youtube.com/watch?v=r3r2kHwgXFA&list=PL24ADBICFC4C0925F&index=2>



The Reading Demonstration (video 3 of 3)
https://www.youtube.com/watch?v=csEHEb_oV2Y&list=PL24ADBICFC4C0925F&index=1

REFLECTION | KNOWING WHAT BESSIMA KNOWS

1. What can you tell about Bessima's knowledge of the world? What does she know about? What is she not sure about?
2. What can you tell about Bessima's reading skills? Where is she strong? Where is she weak?
3. How about her English skills? What words and phrases are easy for her to understand? Where does she have trouble?
4. If Bessima were your student, what English Forward Lessons do you think she might enjoy?

CREATING YOUR OWN READING DEMONSTRATION

USE YOUR TOOLKIT TO CREATE YOUR OWN READING DEMONSTRATION

- Use the REALIA Toolkit to select materials the student is likely to come across.
- Ask students, "Which of these are important to read? Which should we talk about and study in class?" Ask students, "Which one of these can you read? Can you show me?"
- Take notes on strengths and weaknesses.
- Use the information to select or create curriculum materials.



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TIPS FOR TEACHERS:
CREATE AN ACCOMPLISHMENT CHART

BUILD AN ACCOMPLISHMENT CHART

1. Ask your student when, where, and how she wants to use English.
2. Discuss greetings, inquiries, compliments as well as asking questions in stores, offices or on the street.
3. Find out if your student is ready to use English in new places (library, museum, zoo).
4. Perhaps your student could call an 800 information number and take notes, or pick up the phone and say something in English when it rings.
5. Consider reading billboards and ads or just watching 5 minutes of TV in English.
6. After each session, ask your student what she thinks she might do with English during the week. Encourage her to start by listening to English, ask for information, or make a simple request.
7. Role play various interactions and encourage the student to try her best phrases when she leaves your session.
8. Walk around the program and encourage her to say a few things to people she sees everyday. Start with simple phrases like "Good morning" or "Have a nice day." And then move on to "How was your weekend?"
9. At each session, capture results on a large piece of paper. Title the chart ACCOMPLISHMENTS. Keep adding to the list each time the student reports reading, listening, speaking, or writing in English outside of your session. Celebrate success!

OPEN-ENDED ACCOMPLISHMENTS

- A student might report any of the following:
- Said "hello" and "How are you?" to a neighbor or co-worker.
 - Went to a supermarket and read the signs above the aisles.
 - Read an advertisement and looked up 3 new words.
 - Went to the library and asked about children's books in my language.
 - Said something about the weather to a stranger (on the bus or waiting in line).
 - Asked someone for directions (bus stop, the post office, library, service agency, school).
 - Looked at one of his medicine bottles and tried to read the directions.
 - Asked "please, where is the..." in a grocery store.

ACCOMPLISHMENT CHART FOR SPECIFIC GOALS		
GOAL: Student wants to be involved in a child's school and plans to:	Planned date	Date task was accomplished
Say "hello" and "how are you?" to the child's teacher/principal/bus driver.		
Go to the school library and request a book for the child.		
Ask someone for directions to the child's classroom.		
Call the school to tell them the child will be late.		
Look at the websites of the child's school.		
Attend a meeting at the school where they speak mostly English.		
Listen to the child read a story.		
Make a friendly comment to another parent.		
Say something to the child's teacher.		



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USING STORIES AS A STARTING POINT

JAIME'S STORY | A READING ASSESSMENT PROMPT



I Came to Get a Job

My name is Jaime. I came to the United States to get a job. I am from the Dominican Republic, and I am twenty-six. My mother and father are still in Santo Domingo.

Now I live in Washington, D.C. I am lucky because now I have a job in construction. I make good money, but my hope is to have my own construction company.

JAIME'S STORY | COMPREHENSION QUESTIONS



- Who is the person in the picture?
- Where is he from?
- Why did he come to the United States?
- How old is he?
- Where does he live now?
- Is Jaime unhappy?
- Where are Jaime's parents?
- What is Jaime's job?
- What is Jaime's dream?

REFLECTION:
TEACHER CAN-DO SELF-ASSESSMENT

REFLECTION: TEACHER CAN-DO SELF-ASSESSMENT (POST)

I Now Can:	No Problem	Sort Of	Not Really
Describe what an alternative test is and how it is used.			
Select the appropriate assessment for what I want to know about my student's skill.			
Identify my student's interests and goals.			
Create an Accomplishment Chart based on the goals of my student.			
Set up my own Reading Demonstration using Realia from the Toolkit.			
Use a story to gauge English language and literacy skills.			

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POINTS TO REMEMBER

Alternative assessments have many benefits. Use them to get to know your students and identify their strengths and weaknesses. They are also an excellent way to determine if your student is learning what you are teaching. Alternative assessments are customizable and can be designed to fit your purpose.

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RESOURCES

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COMPREHENSIVE LIST OF RESOURCES ON ESL ASSESSMENT



http://www.cal.org/caela/esl_resources/collections/assessment.html

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