

2023

ELL CLASSROOM ASSESSMENT GUIDE



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CONT 942

Module 2 Culminating Task

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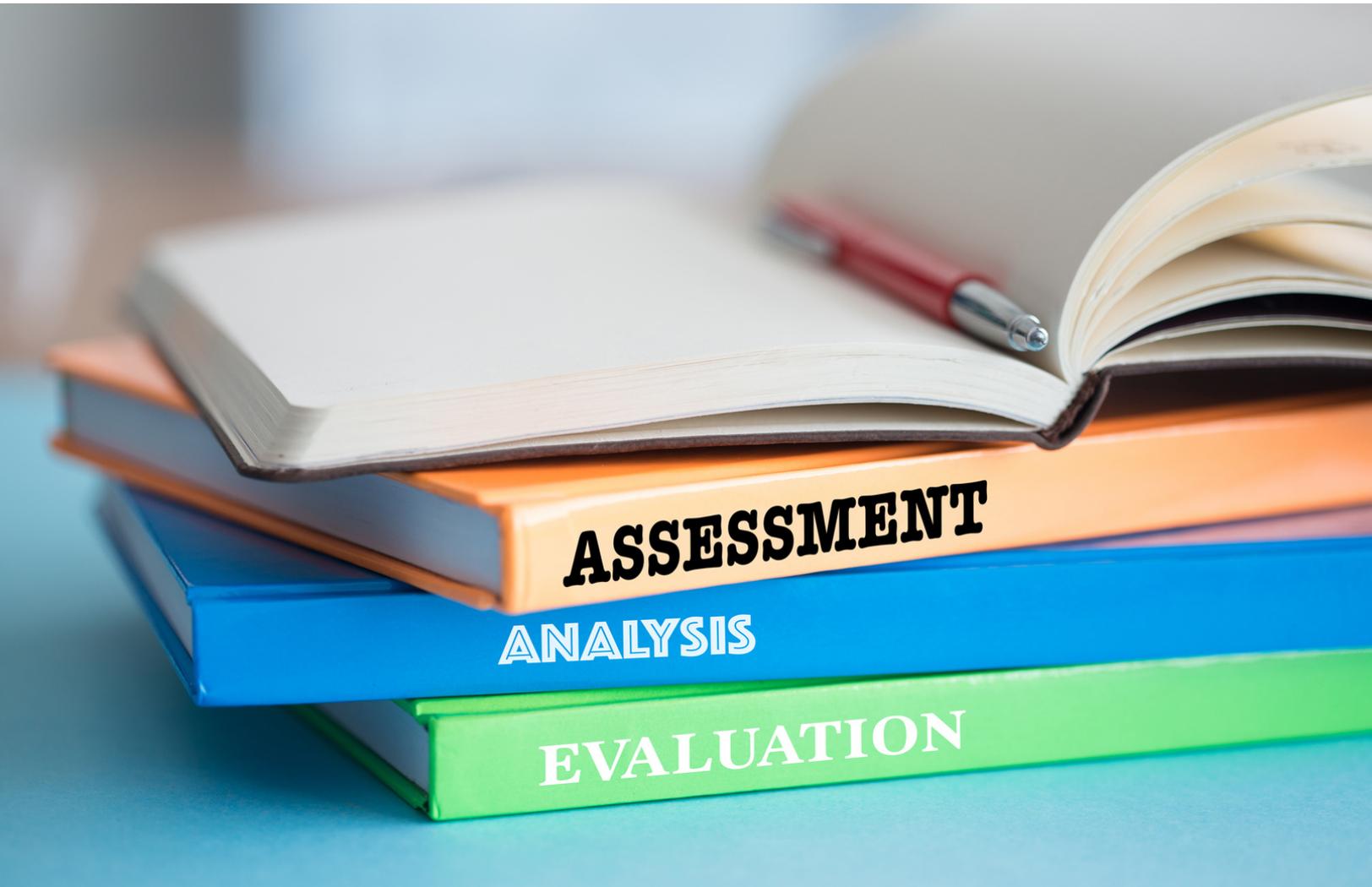
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ASSESSMENT LITERACY

What does assessment literacy mean to you?

Personal Proclamation:

As a language assessment literate teacher I will nurture a culture of learning by being flexible and intentional with my assessment practices. I will provide opportunities for students to create their own language learning goals and support this process with ongoing and descriptive feedback that is blended into the learning cycle. Language assessment should allow opportunities for teacher and student to communicate, collaborate and reflect on learning. By supporting student ownership of learning, I will increase engagement, motivation, and understanding while also developing self advocacy in my students.



LITERACY DEVELOPMENT



How can we support literacy development in our classrooms?

Literacy development is an important part of our English Language Learners academic journey. Our role as ELL specialists is to provide classroom teachers with strategies and supports to assess students in order to identify specific learning needs. Classroom based assessments allow teachers to monitor language and literacy growth and meet individual needs with meaningful, relevant, and engaging learning opportunities based on these observations. These formative assessments allow students to show what they know as they become competent communicators in all language domains.

This guide will provide you with the information needed to best support your English Language Learners as they build language literacy skills in listening, speaking, reading, and writing.

"Knowing what we're assessing should always drive our assessment methods. Balanced assessment isn't about favouring one type of assessment; it's about favouring the assessment method that is the most accurate fit for the curricular content or competency being assessed."

Supporting Ongoing Assessment,
BC Ministry of Education

ASSESSMENT: LISTENING

STRAND SPECIFIC COMPETENCY: Auditory Discrimination

Auditory discrimination is the ability to hear specific sounds and words, and to recognize changes in tone and other nuances of spoken English..

-LearnAlberta

ASPECT	LEARNING OUTCOMES	STRATEGIES
LINGUISTIC	<ul style="list-style-type: none"> Recognizes sounds & letters Pronunciation of words Intonation and stress 	<ul style="list-style-type: none"> Read Alouds Group Discussions Phonemic Awareness Reader's Theatre
STRATEGIC	<ul style="list-style-type: none"> Guessing the meaning Clues Background knowledge Predict and adjust 	<ul style="list-style-type: none"> Point to activities Word Games Read Alouds
SOCIO-LINGUISTIC	Responds appropriately: <ul style="list-style-type: none"> Comment Ask questions Non-verbal responses 	<ul style="list-style-type: none"> Informal conversations Partner collaboration Presentations
DISCOURSE	<ul style="list-style-type: none"> Predict and anticipate 	<ul style="list-style-type: none"> Read Alouds One to one interviews Listening tasks, oral responses

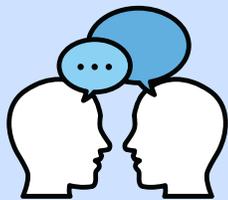
ASSESSMENT: SPEAKING

STRAND SPECIFIC COMPETENCY: Pronunciation

Pronunciation involves the ability to produce the sounds and intonations of English effectively so that the speaker is understood. Accents are expected and accepted.

-LearnAlberta

ASPECT	LEARNING OUTCOMES	STRATEGIES
MEANING	<ul style="list-style-type: none">• Encoding• Decoding• Fluency	<ul style="list-style-type: none">• Classroom routines• Partner conversations• Collaborative projects
FORM	<ul style="list-style-type: none">• Grammar• Syntax• Phonology• Fluency	<ul style="list-style-type: none">• Collaborative work• Student conferences• Partner word sorts• Video/audio recording
USE	<ul style="list-style-type: none">• Connections• Opinions & Reactions	<ul style="list-style-type: none">• "Would you rather..."• "Explain how to make..."• One to one interviews



LearnAlberta Resource:
[Introduction to Assessing K-6 Speaking](#)

ASSESSMENT: READING

STRAND SPECIFIC COMPETENCY: Fluency

"Fluency relates to the rate, ease and accuracy with which a student can decode and comprehend a text in English"

-LearnAlberta

ASPECT	LEARNING OUTCOMES	STRATEGIES
STRATEGIES	<ul style="list-style-type: none">• Encoding• Decoding• Fluency	<ul style="list-style-type: none">• Word Search• Roll and Read• Partner Reading• Word Sorts
COMPREHENSION	<ul style="list-style-type: none">• Vocabulary• Main Ideas• Genre• Retelling• Inferences• Interpretations	<ul style="list-style-type: none">• Games "Hot Seat"• Small Group Book Reviews• Presentations or Showcase Learning
RESPONSE & ANALYSIS	<ul style="list-style-type: none">• Connections• Opinions & Reactions	<ul style="list-style-type: none">• Share personal experiences• Share connections to stories• Venn Diagram• Literacy Circles



Academic Language Function Toolkit
Missouri Department of Elementary and Secondary
Education

ASSESSMENT: WRITING

STRAND SPECIFIC COMPETENCY: Editing

"Editing is the process of reviewing, revising and refining text for the purpose of improving it based on English language conventions (spelling, punctuation and grammar), word choice, the form of the text, and its intended audience and purpose."

-LearnAlberta

ASPECT	LEARNING OUTCOMES	STRATEGIES
MEANING	<ul style="list-style-type: none">• Ideas & information• Detail• Strategies	<ul style="list-style-type: none">• Brainstorming• Draw and label• Sentence starters• Visual supports: word wall, word bank
STYLE	<ul style="list-style-type: none">• Word choice• Sentence fluency• Voice	<ul style="list-style-type: none">• Simple sentence practice• Fill in the blanks• Choose words from word wall
FORM	<ul style="list-style-type: none">• Organization• Connections & Transitions• Genre	<ul style="list-style-type: none">• Connecting word: First, Second, Third• Sentence sequence: beginning, middle, end..• Projects
CONVENTION	<ul style="list-style-type: none">• Capitals & punctuation• Spelling• Grammar	<ul style="list-style-type: none">• Sentence writing• Include subject - verb - object• Illustrated dictionary• Journals

SUPPORTS & RESOURCES

The following supports and resources can be referred to for classroom assessments and instructional planning. These will help guide you in supporting the literacy and language goals of your ELL students.



Province of British Columbia

English Language Learning Standards

"The ELL Standards document is meant to be used by educators as a tool to help support ELL students in accessing the provincial curriculum and succeeding in the academic environment." (p.5)



LearnAlberta

Language Strands

Click on the link to learn more about Strand Specific Competencies.



Assessment Literacy in B.C.

Province of British Columbia

This video shares what it means to be assessment literate and how this benefits your students.



Communicative Competence

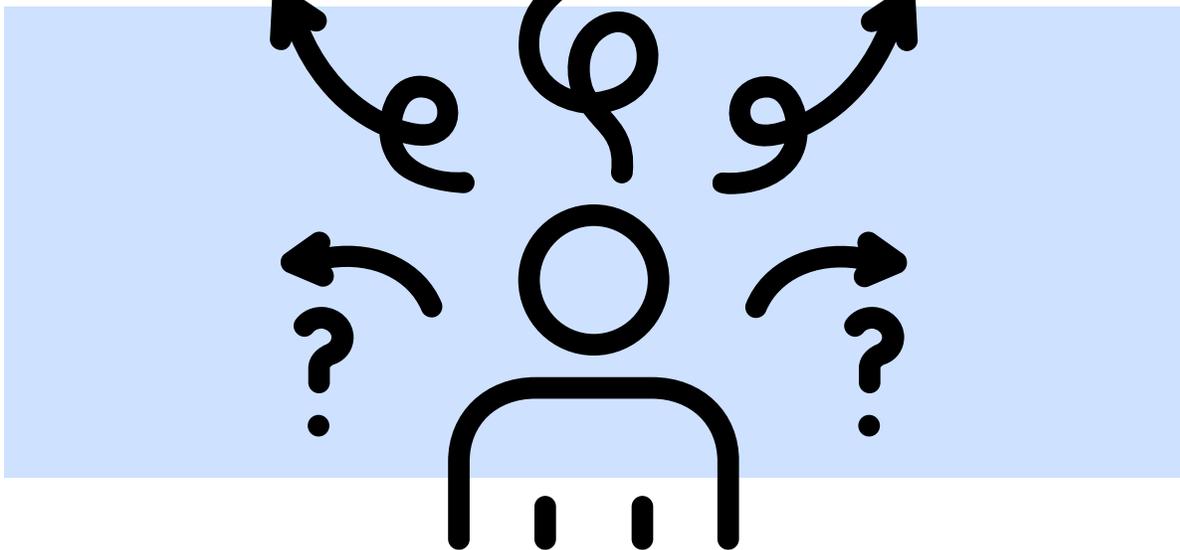
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"Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts".

THINGS TO CONSIDER...

Important factors to keep in mind when assessing your ELL students:

- What is your ELL students level of language?
- What knowledge do they have about language? (conversational, academic)
- Do they have enough background knowledge to make meaning?
- Is the student being fairly assessed based on what their learning goals are?
- Do students have full access to, and participation in grade level curriculum?
- Have you provided multiple means of assessment? One way may not 'showcase' what the student knows and understands.



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