Assessment Tools that Support Student Growth in the Classroom

Svetlana Lupasco & Shawna Williams
BC TEAL, 2016
Agenda:

1. Assessment practices that promote growth
2. Tools that are available
3. Personalising our tools
4. Sharing our practices
Formative and Summative

“When the cook tastes the soup that’s formative. When the guests taste the soup, that’s summative”. ~ Robert Stake
Assessment in Teachers’ Hands

~ Where am I going?
~ Where am I now?
~ How can I close the gap?
Developing versus Testing Skills

Stamping Stairs

“... Every task, even if large and seemingly overwhelming, is a series of small manageable steps that can be learned and applied.” CLB: ESL for ALL (2015).

Seven Strategies of Assessment for Learning, p. 211
Deconstructing Assessment

Needs Assessment - theme
Skill - practice and assessment focus
Competency - outcomes and success criteria
CLB level - level appropriate task
Real World Task (Communication event) - learning goal
Assessment Task - appropriate Tool

Setting learning goals
Establishing outcomes
Success criteria
Differentiation

Diagnostic
Skill-using
Observation and record keeping tools
Differentiation

Explicit Instruction
Skill-building
Target areas of communicative language ability
Appropriate scaffolding

Focused practice
Skill-using tasks
Peer-assessment
Self-assessment
Differentiation

Success criteria
Assessment task
Feedback
Next steps
Follow-up
Reflection
Differentiation
Capturing success through bite-size assessment

1. Are students using a skill?
2. Can you identify a competency?
3. Will this instance be helpful in your decision to progress the student to the next level?
What tool will you use?

☐ Action Plan
☐ Anecdotal Record
☐ Buddy Journal
☐ Can Do Statements
☐ Checklist
☐ Chart
☐ Comments Chart
☐ Exemplar
☐ Journal
☐ Learning Log

☐ Labels (Stickers)
☐ Observations
☐ Peer Assessment
☐ Performance Sample
☐ Questionnaire
☐ Quiz
☐ Rating Scale
☐ Rubric (Marking Guide)
☐ Self Observation
☐ Survey

Your portfolio is a collection of examples of the work you do in class. It will include examples of listening, speaking, reading and writing tasks that show what you can do in English. Your teacher will tell you which tasks will go in your portfolio. Your teacher will look at your portfolio to see how much English you are learning, and to write your progress report at the end of the term.
## CATK Tools

### Classroom Assessment Toolkit: Literacy to CLB 8

<table>
<thead>
<tr>
<th>Table</th>
<th>Teacher Assessment</th>
<th>Self-Assessment Self-Reflection</th>
<th>Peer Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anecdotal Record</strong>&lt;br&gt;(incl. sticky notes, labels, notes, comments)</td>
<td>CLB 3-IV</td>
<td>CLB 5-IV (a)</td>
<td>CLB 6-III</td>
</tr>
<tr>
<td><strong>Checklist</strong>&lt;br&gt;(incl. simple rubric)</td>
<td>CLB 1-II</td>
<td>CLB 1-I</td>
<td></td>
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<tr>
<td></td>
<td>CLB 1-II</td>
<td>CLB 1-I</td>
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<tr>
<td></td>
<td>CLB 5-II</td>
<td>CLB 4-II</td>
<td></td>
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<td></td>
<td>CLB 1-I</td>
<td>CLB 4-II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 2-II</td>
<td>CLB 3-I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 5-I (b)</td>
<td>CLB 2-II</td>
<td></td>
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<tr>
<td></td>
<td>CLB 1-I</td>
<td>CLB 1-I</td>
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<tr>
<td></td>
<td>CLB 6-I</td>
<td>CLB 1-I</td>
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<tr>
<td></td>
<td>CLB 5-I (b)</td>
<td>CLB 2-II</td>
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<tr>
<td></td>
<td>CLB 1-I</td>
<td>CLB 1-I</td>
<td></td>
</tr>
<tr>
<td><strong>Journal / Learning Log</strong>&lt;br&gt;(incl. guiding questions)</td>
<td>CLB 1-II</td>
<td>CLB 1-I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 5-I (a)</td>
<td>CLB 1-I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 2-IV</td>
<td>CLB 1-I</td>
<td></td>
</tr>
<tr>
<td><strong>Labels / Stickers</strong></td>
<td>CLB 1-IV (a)</td>
<td>Foundation L-II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLB 1L-IV</td>
<td></td>
</tr>
<tr>
<td><strong>Questionnaire</strong></td>
<td>CLB 6-IV</td>
<td>CLB 8-IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 3-III-a</td>
<td>CLB 8-IV</td>
<td></td>
</tr>
<tr>
<td><strong>Rating Scale</strong></td>
<td>CLB 6-IV</td>
<td>CLB 8-IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 8-I</td>
<td>CLB 8-IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 8-III</td>
<td>CLB 8-IV</td>
<td></td>
</tr>
<tr>
<td><strong>Score Sheet / Record Sheet</strong>&lt;br&gt;(incl. Grid, sheet, single-point rubric)</td>
<td>CLB 5-IV (b)</td>
<td>CLB 2-IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 3-III (b)</td>
<td>CLB 2-IV</td>
<td></td>
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<tr>
<td></td>
<td>CLB 7-IV</td>
<td>CLB 2-IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 5-L (a)</td>
<td>CLB 2-IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 3-I</td>
<td>CLB 2-IV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 7-L (a)</td>
<td>CLB 2-IV</td>
<td></td>
</tr>
<tr>
<td><strong>Survey</strong></td>
<td>CLB 1-IV</td>
<td>CLB 2-L (a)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLB 6-I</td>
<td>CLB 2-L (a)</td>
<td></td>
</tr>
</tbody>
</table>
When can you use it?
What do you like about it?
What would you have to change?
Checklists & simple rubrics

When can you use it?
What do you like about it?
What would you have to change?

| Task: Copy personal information from ID onto an adapted form |
| Formed the letters of own name legibly |   |
| Used appropriate letter spacing |   |
| Wrote within space provided |   |

**Observation:**

- Achieved (75%) (Green)
- Achieved with help (Yellow)
- Not achieved (Red)

---

| LINC 7 | Name: ____________________ | Task: Presentation on health care systems |
| CLB: Speaking 7-IV Sharing Information | Date: __________ |

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Assessment Criteria/Performance Indicators</th>
<th>Achievement Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Holistic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analytic</td>
<td></td>
</tr>
<tr>
<td>Give a 7-10 min. presentation based on research</td>
<td>Task performed effectively</td>
<td>Clear use of present, past, future tenses</td>
</tr>
<tr>
<td></td>
<td>1 – Unable to achieve yet</td>
<td>2 – Needs help</td>
</tr>
<tr>
<td></td>
<td>3 – Satisfactory</td>
<td>4 – More than satisfactory</td>
</tr>
</tbody>
</table>

**Comments:**
Journals & learning logs

When can you use it? What do you like about it? What would you have to change?
Labels & Stickers

When can you use it?
What do you like about it?
What would you have to change?

Copy your first name.

Aaron

1. AArion
2. AArion
3. Aaron ✭
4. Aaron

Example of 5 work:
Rating Scale

**When can you use it?**

**What do you like about it?**

**What would you have to change?**

---

**Part I:** Place an X on each line to show how much you agree or disagree.

1. I think that I was successful.  
   - Disagree  
   - Agree

2. The person I spoke to understood me.  
   - Disagree  
   - Agree

3. I felt comfortable speaking with another person in English.  
   - Disagree  
   - Agree

4. I understood everything that this person said to me.  
   - Disagree  
   - Agree

5. I expressed and responded to sympathy.  
   - Disagree  
   - Agree

**Part II:** Complete the sentences below.

When someone doesn’t understand me, I...

When I don’t understand someone, I...

Now I know...

---

**Circle. Yes A little No**

I learned new words.

- dishwasher
- freezer
- microwave

I spoke English outside of class.

- Thank you

I liked my LINC classes.
Score sheet

When can you use it?
What do you like about it?
What would you have to change?
Questionnaire

When can you use it?
What do you like about it?
What would you have to change?

Self-Assessment Questionnaire:
What did you think of the listening task?

1. The video was _____________.
   a) very easy   b) easy   c) difficult   d) very difficult

2. My predictions were _____________.
   a) mostly accurate   b) partly accurate   c) a little different   d) very different

3. Taking notes was _____________.
   a) very easy   b) easy   c) difficult   d) very difficult

4. Why was this task easy/difficult? Circle the letters and words that are true for you.
   a) The speaker’s voice was clear/unclear.
   b) The speaker’s voice was slow/fast.
   c) I could/couldn’t see the speaker.
   d) The sound quality was good/not good.
   e) Some words were easy/difficult.
   f) I could catch some/most of the information that was given.

Role Play Self-Observation: Partner A

Your Name: ___________________________  Your Partner’s Name: ___________________________

CLB: 3-III Getting Things Done  Task: Shopping Role Play

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I said “Excuse me.”</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>I asked for the price.</td>
<td>Yes</td>
</tr>
<tr>
<td>3.</td>
<td>I asked for a different size.</td>
<td>Yes</td>
</tr>
<tr>
<td>4.</td>
<td>I said “Thank you.”</td>
<td>Yes</td>
</tr>
<tr>
<td>5.</td>
<td>I understood my partner.</td>
<td>All</td>
</tr>
<tr>
<td>6.</td>
<td>If I didn’t understand, I asked a question.</td>
<td>Yes</td>
</tr>
<tr>
<td>7.</td>
<td>The task was ____________.</td>
<td>Easy</td>
</tr>
<tr>
<td>8.</td>
<td>Write one thing you want to improve. How will you practice it?</td>
<td></td>
</tr>
</tbody>
</table>
## Survey

**LINC 5**

**Name:** ____________________________  **Date:** ____________________________

**CLB:** Speaking 5-IV Sharing Information  **Task:** Talk about your family

### Self-Assessment Survey (Circle ‘Yes’ or ‘No’)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you able to effectively communicate your opinion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you feel others listened to you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you feel others wanted to hear your opinion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was everyone able/encouraged to participate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was this discussion easy?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

---

When can you use it?
What do you like about it?
What would you have to change?
Visualizing Assessment

1. Language skills:
   - Speaking
   - Writing
   - Listening
   - Reading

2. Performance indicators:
   
   **Yes**
   - Outstanding
   - Completed
   - Success

   **Almost**
   - Developing
   - On my way

   **Not yet**
   - Needs more practice
   - Just beginning
Personalizing Assessment

**Writing**

**Student Checklist**

- Easy
- So-so
- Difficult

**Teacher Rubric**

<table>
<thead>
<tr>
<th>Holistic</th>
<th>Can do this</th>
<th>Need practice</th>
<th>Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analytic**

*the first name
*the last name
*the date of birth
Wrote on the line
Used correct spacing
What to do next:

*These criteria must be met to be successful.

---

**CLB 2L-III Getting Things Done**

Task: Read and understand a simple bar graph/chart.

- **Observation (color-coded)**
  - Demonstrated the use of oral vocabulary to support reading.
  - Followed the model to organize information in a bar graph/chart.
  - Attended to familiar layout to locate necessary information (answer the questions).
  - Demonstrated the use of sight words to complete the task.
  - Demonstrated strengths and limitations of decoding text and recognizing spelling patterns characteristic of a CLB 2L learner.
  - Demonstrated understanding of the task.

**Next Steps:**

- Copy the graph in your notebook.
- Show this graph to your family. Discuss the graph with your family.
- Create the graph for your family members.

**Self-assessment:**

- Achieved 75% (Green)
- Achieved with help (Yellow)
- Not Achieved (Red)
Working with lower levels

**Reading**

**CLB 1-Il Getting Things Done**
Get information from very short, simple, common formatted texts such as simple sections of forms, maps, diagrams, sales receipts, or common universal traffic signs and civic symbols.

**Name:** ___________________________ **Date:** ___________________________

**Unit:** Health

**Assessment Task:** Read the date, time and doctor’s name on each appointment card. Copy time and doctors’ name in the correct date on the calendar.

<table>
<thead>
<tr>
<th>CLB 1-Il Criteria</th>
<th>Success</th>
<th>Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified date and time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday, April 12, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 a.m./p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified doctor’s name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Shah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wrote in the correct date on the calendar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Next Steps:

Success: 2 out of 3
Score: ___________ out of 3

**Writing**

**CLB 1-Il Reproduce Information**
Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks.

**Name:** ___________________________ **Date:** ___________________________

**Unit:** Health

**Assessment Task:** Write the time and doctor’s name for each appointment in your calendar.

<table>
<thead>
<tr>
<th>CLB 1 Criteria</th>
<th>Success</th>
<th>Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copied correct time format</td>
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</tr>
<tr>
<td>7:00 a.m./p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copied correct doctor’s name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Shah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Copied text legibly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next Steps:</td>
<td></td>
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</tr>
</tbody>
</table>

Success: 2 out of 3
*Must meet this requirement.
Score: ___________ out of 3
Join #yrdsbadultESL
Sharing Our Assessment Practices

Katie’s rotational presentations
Jamie’s peer assessment
YOU?
Connect, share and collaborate!
BC TEAL 2016 #WeAreBC16

Shawna Williams
@ShawnaWiKo

Svetlana Lupasco
@StanzaSL #LINCchat

teach2learnsl.blogspot.ca
References:

CATK

CLB: ESL for ALL

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