Lesson 3: Classroom Assessment; Oral Language Assessment
Study Guide

Professional Vocabulary

Informal Assessment
- learning outcomes
- student-centered
- unambiguous
- observable/measurable
- annual IEP goal
- benchmarks/short-term IEP objectives
- pre-assessment
- formative assessment
- summative assessment
- assessment adaptations/accommodations
- selected responses
- constructed responses
- performance assessment
- personal communications
- standards-based outcomes
- criterion-referenced
- curriculum-based assessment
- curriculum-based measurement
- probes
- fluency
- sample
- task analysis
- reflection
- see vocabulary for Spinelli, Chapter 3: Informal Assessment

Oral Language
- listening comprehension
- oral language content
- semantics
- syntax
- pragmatics
- rapid automatized naming (RAN)
- cognitive processing
- culturally and linguistically diverse (CLD)
- limited English proficiency (LEP)
- English language learner (ELL)
- basic interpersonal communication skill
- cognitive academic language proficiency
- language disorder or disability
- language difference
- see vocabulary for Spinelli, Chapter 6: Oral Language

KTIP Pilot
For the following questions, use Lesson 3 web text:

1) In the Education Professional Standards Board’s Pilot KTIP program, the new procedures and lesson formats will be optional for all teacher interns in 200__-200__, and implemented with all interns in Fall 200__.

2) In the Pilot KTIP, the major piece is the Teacher Work Sample (TWS, aka unit, or 2-4 week chunk of instruction). In the work sample/unit, the teacher identifies the major concepts (essential questions/big ideas) and three to six __________________________  ____________________________ that are the focus. The work sample/unit has an _________________________________  plan that addresses each of the learning outcomes.

3) Both lessons and work samples/units should include the following four assessment components:
   a. _____________________________ to use prior to or at the very beginning of the lesson/unit;
   b. _____________________________ to use during instruction to make adjustments;
   c. _____________________________ to use after instruction to measure mastery of the skill or concept of the lesson; and
   d. _____________________________ if needed for students with special needs.

Informal Assessment Formats
For the following questions, use Lesson 3 web text and the Stiggins handout:
4) Stiggins describes the following types of formats for student responses:

<table>
<thead>
<tr>
<th>Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>selected responses</td>
</tr>
<tr>
<td>constructed responses</td>
</tr>
<tr>
<td>performances</td>
</tr>
<tr>
<td>personal communications</td>
</tr>
</tbody>
</table>

5) These formats can be used, depending on your target for instruction:
   - knowledge is best assessed by ________________________________________;
   - problem-solving, reasoning, and critical thinking are best assessed by __________
   ________________________________________;
   - skills are best assessed by ____________________________________________;
   - ability to create products is best assessed by _________________________;
   - dispositions are best assessed by _______________________________________

6) Stiggins' approach is much like Bloom's Taxonomy – except that Stiggins includes __________________, which can be a very important area to assess with students struggling in reading, writing and math since it addresses motivation.

For the following questions, use Spinelli Chapter 3, Section 1

7) Authentic assessments are based on application of knowledge and the use of skills in real-life activities.  
   Examples include (Figure 3-6):

   - p_____________________________
   - p_____________________________
   - p_____________________________
   - p_____________________________ communication
   - student _______________________

8) Norm-referenced tests/assessments give you the following type of information: “Joey is functioning at the beginning 1st grade level and has a national percentile ranking of 5, which is of __________.” It does not tell you what skills he needs to learn.

9) Criterion-referenced assessments identify skills for instruction and are based on a __________________ analysis, breaking down a goal or task into smaller steps – by one of the following:
   - order of performance;
   - __________________ sequence, based on prerequisites; or
   - __________________ level.

10) In criterion-referenced assessments, the teacher usually uses an accuracy measure, or per cent of ________________ responses.

11) Curriculum-based assessments are frequent, direct measures on a set of specific subskills taught in the curriculum (e.g., objectives), based on a __________________ measurement approach, and often are criterion-referenced assessments.

12) Curriculum-based measurements (CBM) use annual outcomes and check these frequently in short, timed ___________, with results that can easily be graphed to show progress.
NOTE: The Graphing Task with this lesson has you graphing reading CBM data to show progress.

13) CBM is most often used in basic skill areas: reading, writing, math, and spelling; it is most useful to measure progress on the overall, annual goal – on IEP’s or in the general curriculum basic skills.

14) Examples of how student “work” can be collected:

<table>
<thead>
<tr>
<th>Format</th>
<th>Advantages/Uses</th>
<th>Data Issues/Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>performance assessment</td>
<td></td>
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<td>portfolio</td>
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<td>informal inventory</td>
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<td>functional assessment</td>
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<td>response journal</td>
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<td>think-aloud</td>
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<td>interview</td>
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<td>questionnaire</td>
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<td>checklist</td>
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<td>work sample</td>
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<td>observation</td>
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</tbody>
</table>

15) The two common ways of analyzing the information from the above sources include:
   - rubrics, both
     a. __________________________ rubric/scoring that provides one overall qualitative score; and
     b. __________________________ rubric/scoring that provides a qualitative score on each dimension or trait; and
   - error analysis.

16) In the classroom, the intent is to provide as much feedback to the student as possible; therefore, a __________________________ (holistic/analytic) scoring rubric is more helpful.

**Oral Language**

*For this section use Spinelli, Chapter 6 and the Lesson 3 web text*

17) Spinelli pages 180-185 reviews typical and atypical language development. The co-occurrence of language disorders and other types of learning problems is __________________________ (high/low).

18) Speech/language pathologists (speech therapists) regularly do speech/language screenings with younger children to spot potential problems, and teachers also need to be alert to problems students may have. Characteristics of children with speech/language disorders are on Spinelli page 185 and include the following, among others:
   - __________________________________________;
   - __________________________________________;
   - __________________________________________

19) **Speech** (oral production) problems relate to articulation, speech fluency and __________________________.

20) A speech/language pathologist can provide the teacher with checklists for receptive and expressive language skills, such as on pages 189-194. The items address how the student:
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EDU 332 Lesson 3 Study Guide
a. Uses ideas to communicate (vocabulary, figurative language, etc), or ____________________;
b. Uses sounds and words according to rules, or ________________________________;
c. Uses language in functional situations, or ________________________________.

21) Research indicates that many students learning to decode in reading but remain unable to read quickly, accurately and fluently due to difficulty with ____________________________ or RAN, a memory retrieval problem.

English Language Learners

22) To prevent English language learners from being misdiagnosed as having a disability, IDEA requires that:
• Procedures should be administered in ____________________________;
• Tests must be administered by ____________________________;
• For special education eligibility, assessment results must be considered by ____________________________;
   and
• Parents must received copies of notices and reports in their ____________________________ or through an ____________________________.

23) A second-language acquisition phenomenon is the silent period, which lasts longer for young children than older ones; in it, the student may not ______________________ much while they focus on ___________________________ and ___________________________ in the new language.

24) It takes the average English language learner about ____________ years to develop basic interpersonal communication skill.

25) It takes about ____________ years to develop cognitive academic language proficiency to understand the terms, vocabulary and concepts used in content instruction.

26) For English language learners, performance assessments as well as non-verbal assessment strategies can help students show what they know and can do, rather than traditional tests. For migrant workers, low-income and limited English proficiency families, a ____________________________ of work is helpful and can be taken with the child if there is a move.