

APPENDIX V – 60

Lit Inst PPT Summ 2015-lit temp

**1 All Aboard!**  
With Language and Literacy for ELLs  
Assessment and the Whole Child  
Presenters: Olivia Cazarez, Catherine Espinoza  
TUSD Language Acquisition Department 2015

**2 Session Norms**  
Set aside preconceived notions  
Make application to your own work  
Ask questions  
Respect others' viewpoint and expertise  
Take time to share and be ready to actively participate in all sessions  
Take a break from cell phones

**3 English Language Development Standards**  
When does this fit into the big picture?

**4 Session Objectives**  
Given the TUSD Literacy Continuum for an ELD Program the learner will participate in four sessions to gain:  
• understanding of purposeful assessment to drive instruction which aligns with the Arizona English Language Proficiency standards  
• an in-depth understanding of an ideal literacy classroom structure in an ELD program  
• knowledge of the Modified Guided Reading structure for the development of literacy  
• expertise in the implementation of the new ELD Revised Model and the new TUSD ELD Curriculum

**5 Stipend Guidelines**  
Participants are required to attend all 4 full day sessions in order to receive compensation. Late arrival or missing any part of a session will forfeit the entire compensation. Attendance will be taken at the beginning and at the end of each session.

**6 Agenda**  
• Welcome  
• All About Me  
• Does Data tell all?

**7 Agenda cont.**

**8 4 Corners**  
Professional Goal Student Goal  
YOUR NAME IN THE CENTER  
Summer Fun Family/ Home

**9 When you hear "data-driven instruction"**  
Share your thoughts with a partner

**10 DIBELS: MYTHS FACTS**  
Ruth Kaminski and Kelly D. Cummings, Dynamic Measurement Group  
• Fact: DIBELS are deliberately designed to be indicators of critical early reading skills rather than comprehensive assessments of all reading and reading-related skills.  
• Misuse 2: Wasting the test and/or artificially raising DIBELS scores without teaching the critical skills.  
• Appropriate Use: DIBELS are designed as indicators of an underlying basic early literacy skill. The DIBELS materials should never be used for practice or instructional purposes. The focus of instruction should be on the basic early literacy skills, not the test.

**11 Goodman; Pearson, 2006 DIBELS**  
• Dialect issues may affect English-language learners (ELLs) to an even greater degree. In addition, more accomplished readers may be slowed on the timed test by attempts to make meaning of nonsense words and may be penalized for a tendency to say real words that are spelled similarly to the nonsense words (Goodman).

**12**

**13 I am more than just a test score**

**14 I am more than just a test score. Please also consider**

**15**



### A Brief History of ASSESSMENT

31

### Data-based instruction asks teachers to do what good doctors do:

- Keep up with research
- Look at students individually
- Analyze their test results and work
- Provide meaningful and immediate feedback to students
- Only then, prescribe a treatment that meets their needs

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### Using the Correct Data Points to Ensure Achievement

What level of proficiency do I take into account when teaching?

33

### Assessing Progress

What tools do I use to assess?  
How do I use the data to make instructional decisions?

I perform from your group until I take notes and then write you all up on the chart paper!

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### Home Language Inventory (HLI) MOJAVE and PHLOTE

- Primary
- Home
- Language
- Other
- Than
- English

What makes a student a PHLOTE?

35

### Is this student a PHLOTE?

Birth Date	
Birth Place	BURND
Gender	Female
Ethnicity/Race	Black
Primary Racial/Ethnic Identity	Black/African Am
Language	O - Kirund O - Kirund O - Kirund

36

### What information can I get from Mojave?

Demonstrating Knowledge of your students. Click on various program flags for information.

37

### Student Data

Check Program: Read

Program	Definition	Start	End	Report
PHLOTE	PHLOTE	08/15/2013	08/20/2014	EE
PHLOTE	PHLOTE	08/15/2013	08/20/2014	EE
PHLOTE	PHLOTE	08/15/2013	08/20/2014	EE
PHLOTE	PHLOTE	08/15/2013	08/20/2014	EE

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### PHLOTE LIST

Tractor	CL	Block	Pa	PH	Time	PH	Time	PH	Time	PH	Time	PH	Time	PH	Time	

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### AZELLA Report

PHLOTE List Informational KEY

Student	PHLOTE	PHLOTE	PHLOTE	PHLOTE	PHLOTE	PHLOTE	PHLOTE	PHLOTE	PHLOTE

42

### PHLOTE List Informational KEY

One goes in the CUM folder; the other is for teacher reference.

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### Move On When Reading

AIMS and Arizona's Revised Statute A.R.S. 6-15-701

2010

- o Established the requirement that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona Instrument to Measure Standards test (AIMS) or a successor test, that demonstrates that the pupil's reading falls far below the third grade level.

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### When does the Move On When Reading legislation take place?


- The 3<sup>rd</sup> graders this year (2013-2014) were the students who were retained if they scored a "falls far below" on the AIMS assessment in April.

45

**What are the exemptions to retention?**

There are two exemptions:

1. a student is an English Language Learner with less than two years of English instruction may not be retained. (18 months or less)
2. a student has an IEP in reading or language and the pupil's parents/guardian agree that promotion is appropriate based on the pupil's IEP




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**Arizona's A-F Letter Grade Accountability System**

**ELL Point Criteria (AMAO and AEP TITLE I)**

Criteria for ELL Points (3 or 0):

1. Only LEAs with 10 or more ELL students are evaluated
2. LEAs must test 95% of students with an ELL Need on the Spring 2014 AZELLA
3. 25% or more of FAY ELL students across all grades reclassified as proficient



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**DRA Running Records**

From Sunday Potatoes

Item	Score	Comments
1. Accuracy		
2. Fluency		
3. Comprehension		
4. Self-correction		
5. Retention		

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**E&P TEXT LEVEL GRAOIENT**



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**English as a 2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> language???**

- Emergency Kit for Newcomers
- What would you put in the kit?
- They arrive with a perfectly good language of their own
- Classroom environment is safe
- Students are validated
- Reading writing speaking and listening are part of the whole integrated with content attached with meaning and purpose
- Errors are part of learning

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draw our kids, and invite them into the learning community. How and whether, in *Five Minds for the Future* (2007) writes, "Education is inherently and inevitably in tension of human goals and human values. Schools can never tell you what to do in class or at work. Why? What you do as a teacher or manager has to be determined by your own value system—and neither schools nor technology has a built-in value system." But you do. And as a teacher, you know your kids. You know what they need, where they are on the continuum of learning, and what is the best way to get them where they need to go. So while we talk about the joys and accomplishments of technology, everything still comes down to you and those faces on the other side of the desk.

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**Phonics Street**



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**Avenues Phonics Street Assessment Guidelines**

Assessment Goal	Phonics	Fluency	Comprehension
1. Identify and label the sounds of individual letters and digraphs.	■	■	■
2. Blend and segment words.	■	■	■
3. Read and understand text.	■	■	■
4. Write words.	■	■	■

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**Avenues Phonics Street Assessments 1<sup>st</sup> and 2<sup>nd</sup> Grade**

Phonological and Phonics Assessment

Test and Student Profile

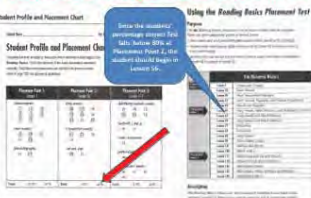
Student Profile	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
1. Identify and label the sounds of individual letters and digraphs.	■	■
2. Blend and segment words.	■	■
3. Read and understand text.	■	■
4. Write words.	■	■

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**Avenues Reading Basics Assessments**

Student Profile and Placement Chart

Using the Reading Basics Placement Test



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**Concept Harvest**

Time to meet with your 3:00 Buddy.

Collaborate on filling in some of the blanks on the Concept Harvest.



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**Make and Take Language Proficiency Rubric**



Formative Assessment  
Alternative Assessments based on Language Proficiency

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**Lunch (1 hr)**



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### Kindergarten

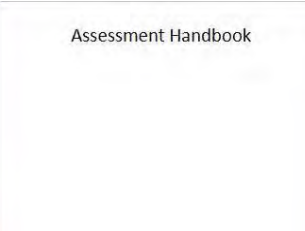
- Kindergarten students do not use eAssessment but they do get assessed with the Avenues assessments which include the following:
  - Mid-Year Assessment
  - End-of-Year Assessment

(Please see the Program Guide & Assessment Handbook for kindergarten tests)



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### Assessment Handbook




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### Spanish

#### Instructional Path:

- listen and chant
- learn to blend and decode
- apply skills in decodable text
- learn letter names, sounds and blending
- read word



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### Kindergarten, 1st Grade

#### Formative Assessment Ideas

- SHOWCASE



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### What's New for eAssessment

Correlation of eAssessment to.....

- The Common Core Standards
- Arizona ELP Standards

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### Website Changes

<http://www.nhantriviet.com/>



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insert new website information



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### NATIONAL GEOGRAPHIC LEARNING

Learn more about National Geographic Learning

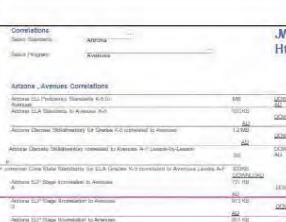


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### Correlations

Arizona

State Program: AZ000004



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### Preview of Upcoming Correlations

State Course	Level	Unit	Subject	Assessment	Alignment AZ ELP	Alignment AZ ELA
1	1	1.1	Reading	Content Words	SL.1.4-2	1.1.1
2	2	2.1	Reading	Content Words	SL.2.4-4	2.1.1
3	3	3.1	Reading	Content Words	SL.3.4-4	3.1.1
4	4	4.1	Reading	Content Words	SL.4.4-4	4.1.1
5	5	5.1	Reading	Content Words	SL.5.4-4	5.1.1
6	6	6.1	Reading	Reading and Decoding Words	SL.6.4.1-1	6.1.1
7	7	7.1	Reading	Reading and Decoding Words	SL.7.4.1-1	7.1.1
8	8	8.1	Reading	Reading and Decoding Words	SL.8.4.1-1	8.1.1

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Arizona ELP Stage II correlation to Avenues B  
Stage II (Grades 1-2), Basic Level to Avenues Level B

AZ ELP Standard	Learning Objective
<b>UNIT 1:</b> Vol. 1: 1c-1v	<b>What's New With You?</b> Cluster 1: Language and Literacy Big Book
<b>Listening and Speaking</b>	
1LS-1B-7	The student will demonstrate understanding of oral communications by responding to academic questions using key words and phrases.
1LS-2B-3	The student will communicate orally by expressing personal/annual needs and emotions in complete sentences.
1LS-2B-6	The student will communicate orally by asking and responding to academic questions using complete sentences, with instructional support (i.e. who, what, where, when, why, how) (e.g. making comparisons and describing events, etc.) (math, science, social studies).
<b>Reading</b>	
1LR-1B-2	The student will demonstrate knowledge of print concepts by

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### Why Use eAssessment?

- NCLB
- Title I (ARP) Adequate Yearly Progress
- Title III (IMAGO) annual measurable achievement objective

- Benefits of Data-Driven Instruction**
  - Students and Families
    - Inform parents and students of progress
    - Data Notebook
  - Teachers
    - Formative Assessment
    - Summative Assessment
    - Interventions
    - Inform and Drive Instruction
    - Artifacts for Student Evaluation
  - District and School Administrators
    - Data Walls
    - Dashboard Evaluation
    - OCR receives a DADR report

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### What is Assessed?

- Language Proficiency Level
- Literacy Development
- Standards which are correlated to Common Core English Language Arts Standards and the English Language Proficiency Standards

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### Who Uses e-Assessment?

- English Language Learners (ELLs) in grades 1<sup>st</sup> - 5<sup>th</sup> grade
- Students in ELDR/ILLP (Individual Language Learner)
- DL (Dual Language) designated programs.

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### Avenues e-Assessment Deliver Specialized Instruction

LEVELS: B, I, A

**BEGINNING** | **INTERMEDIATE** | **ADVANCED**

Suggest a conclusion that conclusions can draw such as "There is a lot to go in the park. Have students find three photos that support the conclusion.

After partners trade conclusions, they find examples to support their partner's conclusion. Have partners discuss how their own experience helped them draw conclusions.

Plot Conclusion = Selection Details = My Experience. Students write a conclusion, find three examples to support it, and share how their own experience helped them draw a conclusion.

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### Avenues OCR Office of Civil Rights looks at e-Assessment data to ensure instruction is taking place for ELL students in TUSD.

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### Teachers Guides and Unit Tests can be found on e-Assessment website. Click on resources tab.

Teacher and Teacher's Guide PDFs, Unit Progress Tests

Grade	Language	Assessment
Grade 1	Listening	Unit Progress Test
Grade 1	Speaking	Unit Progress Test
Grade 1	Reading	Unit Progress Test
Grade 1	Writing	Unit Progress Test
Grade 2	Listening	Unit Progress Test
Grade 2	Speaking	Unit Progress Test
Grade 2	Reading	Unit Progress Test
Grade 2	Writing	Unit Progress Test

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### Administer Unit Progress Test

Directions: Read each sentence. Choose the word that best fits the blank. Read and answer questions.

**Directions:** Read each sentence. Choose the word that best fits the blank. Read and answer questions.

1. I have a plan for my project.

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3. I have a plan for my project.

4. I have a plan for my project.

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6. I have a plan for my project.

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9. I have a plan for my project.

10. I have a plan for my project.

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### Avenues Proficiency Levels

No. of Students	Average % Correct	Average Scale Score	Proficiency Level
1	100%	100%	Level 3
2	100%	100%	Level 3
3	100%	100%	Level 3
4	100%	100%	Level 3
5	100%	100%	Level 3
6	100%	100%	Level 3
7	100%	100%	Level 3
8	100%	100%	Level 3
9	100%	100%	Level 3
10	100%	100%	Level 3

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### Immediate Access to Online Reports

View Student Performance Reports

1. Total Test Score

2. Average % Correct

3. Average Scale Score

4. Proficiency Level

5. Student Name

6. Student ID

7. Student Grade

8. Student Language

9. Student Ethnicity

10. Student Gender

11. Student Birth Date

12. Student Birth Place

13. Student Home Address

14. Student Home Phone

15. Student Home Email

16. Student Home Fax

17. Student Home Zip

18. Student Home City

19. Student Home State

20. Student Home Country

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### Avenues e-Assessment Group Skills Mastery

View Student Performance Reports

1. Total Test Score

2. Average % Correct

3. Average Scale Score

4. Proficiency Level

5. Student Name

6. Student ID

7. Student Grade

8. Student Language

9. Student Ethnicity

10. Student Gender

11. Student Birth Date

12. Student Birth Place

13. Student Home Address

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15. Student Home Email

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### Avenues e-Assessment Reteaching Options

Thematic Skill	Unit	Student	Prescription
Vocabulary	Unit 1	Cathy, Joe, Mary	Lesson 10, Practice Book pages 11-12
Vocabulary	Unit 1	Sarge, Luis, Patty	Lesson 10, Practice Book pages 11-12
Comprehension	Unit 1	Diana, Mary, George	Lesson 10, Practice Book pages 11-12
Comprehension	Unit 1	Luis, George, Steve	Lesson 10, Practice Book pages 11-12
Comprehension	Unit 1	Joe, Mary	Lesson 10, Practice Book pages 11-12

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### Avenues e-Assessment Sample Reteaching Lesson

#### Reteaching Key Vocabulary

Directions: Read each sentence. Choose the word that best fits the blank. Read and answer questions.

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### Avenues e-Assessment Group Test Performance

View Student Performance Reports

1. Total Test Score

2. Average % Correct

3. Average Scale Score

4. Proficiency Level

5. Student Name

6. Student ID

7. Student Grade

8. Student Language

9. Student Ethnicity

10. Student Gender

11. Student Birth Date

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### Unit Progress Tests

- Document student progress and inform grades
- Determine when to move a student to next proficiency level
- Identify and close gaps through re-testing



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### Student Test Performance Unit 3

100% Correct

84% Correct

84% Correct


75% Correct

Assessment Skill	Accuracy	Retesting
Reading	100%	
Writing	84%	
Speaking	84%	
Listening	75%	

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### Student Cumulative Test Performance

Move student's to next level when they score 85% or above on two unit tests.



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### Pre/Post Test Results Comparison

Group Test Results

Get an overview of yearly growth by skill area.

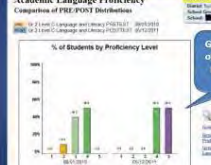




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### Pre/Post Language Proficiency Comparison

Academic Language Proficiency


Get an overview of yearly growth by proficiency level.

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### The Payoffs


Meet with your 6:00 Buddy and share payoffs. Use your Concept Harvest to take notes.



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### The Payoffs

- Save teachers' time
- Rapid return of test results
- Targeted teaching based on accurate information
- Track student progress
- Hyperlinks to immediate reteaching lessons
- Improve student progress



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### Sharing e-Assessment Data Walls or Notebooks

Create mini data wall display or Student data notebook sample




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### How do I keep track of all the DATA?

3d Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring



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### DATA WALL

AZELLA - WRITING - 5th Grig 2014

AZELLA - ORAL - 5th Grig 2014



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### Team Dashboard

Grade Level	Team Name	Average Score	Proficiency Level
5th	Team A	85%	Intermediate
5th	Team B	78%	Beginner
5th	Team C	82%	Intermediate

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### Take time to Review Results

Data Talks



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### Team Dashboard

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Team Members: \_\_\_\_\_

Our Plan: \_\_\_\_\_

Moving forward, we commit to... \_\_\_\_\_

Sample Graphic Organizer for Data Talks

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### Individual Student Report for Parents

September 26, 2011

Dear Parent or Guardian:

Thank you for your interest in your child's progress in school. Here are the results of a recent test for 5th Grade.

Test Results for: AZELLA - WRITING

Test ID: 10001 (Language and Literacy PCE/POST)

Test Date: 9/21/11

Score: 78% (Level 1)

Please take time to confer with the student on the results of this test. Let us know if you have any questions about the test results or if you need any resources to help your child improve.

Sincerely,

Calvin Francisco  
Team ID: \_\_\_\_\_

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### Let's visit the Avenues e-Assessment Site and give it a Test Drive!

Log on to [hbavenuesvlp.com](http://hbavenuesvlp.com)



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Log on **hbavenuesvip.com**

If you have been authorized at several schools this will be modified

Username: TUSD email address  
 Password: Password, read1 or leave blank

**Welcome!**

•OR Type in  **david.palomino@lyons**  
 •password is **password**

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Check  points from the  us year

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Once Logged on ...

- Click on View Reports
- Then, mark the Language and Literacy tests circle. Click GO

Manage Groups and View Tests

View Reports

View Student Portfolios

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Report Options

Estimate Report Rank

Language Proficiency Profile

Language Proficiency Class Report

View Reports


View Student Portfolios

109

Pre/Post Test Results Comparison

Group Test Results

Get an overview of yearly growth by skill area.



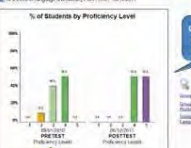
This is great evidence to show student growth for reports or evaluation artifacts

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Academic Language Proficiency

Comparison of PRETEST Distributions

% of Students by Proficiency Level



Get an overview of yearly growth by proficiency level.

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Compare Literacy Progress

Compare Language Proficiency Progress

View Pretest Results

View Student Portfolios

112

Explore sidebar tabs...

View Pretest Results

View Student Portfolios

113

Writing Assessments

How do I enter rubric scores?

114

Header Sheet

Student Name	Score	Comments
...	...	...

115

Enter Writing Scores

by Groups

Group Name	Score	Comments
...	...	...

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UNIT TEST RUBRIC

Level	Criteria	Score
4	...	...
3	...	...
2	...	...
1	...	...

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USING THE CORRECT RUBRIC TO SCORE WRITING... PRETEST RUBRIC 5 POINT RUBRIC

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The Benefits -










- How does giving students immediate feedback improve their individual progress?
- How does data driven instruction make your planning and teaching more meaningful for you and for your students?

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Reflection

3. Ideas that came out of our session...
2. Ideas that I will take back and apply in August...
1. I need more information on...

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<p>Sample DATA Talk</p>  <p>121</p>	 <p>122</p>	<p>Emergency Newcomer Kit</p> <p>Carlos goes to Lake side Pictures that students could label Single blocks Manipulatives Kangaroo Kid Magazine Number cards Picture cards of places at school</p> <p>123</p>	<p>Questions??</p> <p>124</p>	 <p>For Additional Questions contact: THE LANGUAGE ACQUISITION DEPARTMENT 225-4600</p> <p>125</p>
<p>Have a Wonderful Summer!</p>  <p>126</p>	 <p>127</p>	 <p>128</p>	 <p>Thank you for attending!!</p> <p>For Additional Questions contact: The Language Acquisition Department 225-4600</p> <p>129</p>	 <p>For Additional Questions contact: THE LANGUAGE ACQUISITION DEPARTMENT 225-4600</p> <p>130</p>
<p>Have a Wonderful Summer!</p>  <p>131</p>				