

APPENDIX V – 62

Ocean Waves



Sounds of Nature- Ocean Waves (No Music) (1).mp4



All Aboard!

With Language and Literacy for ELLs

Assessment and the Whole Child

Presenters

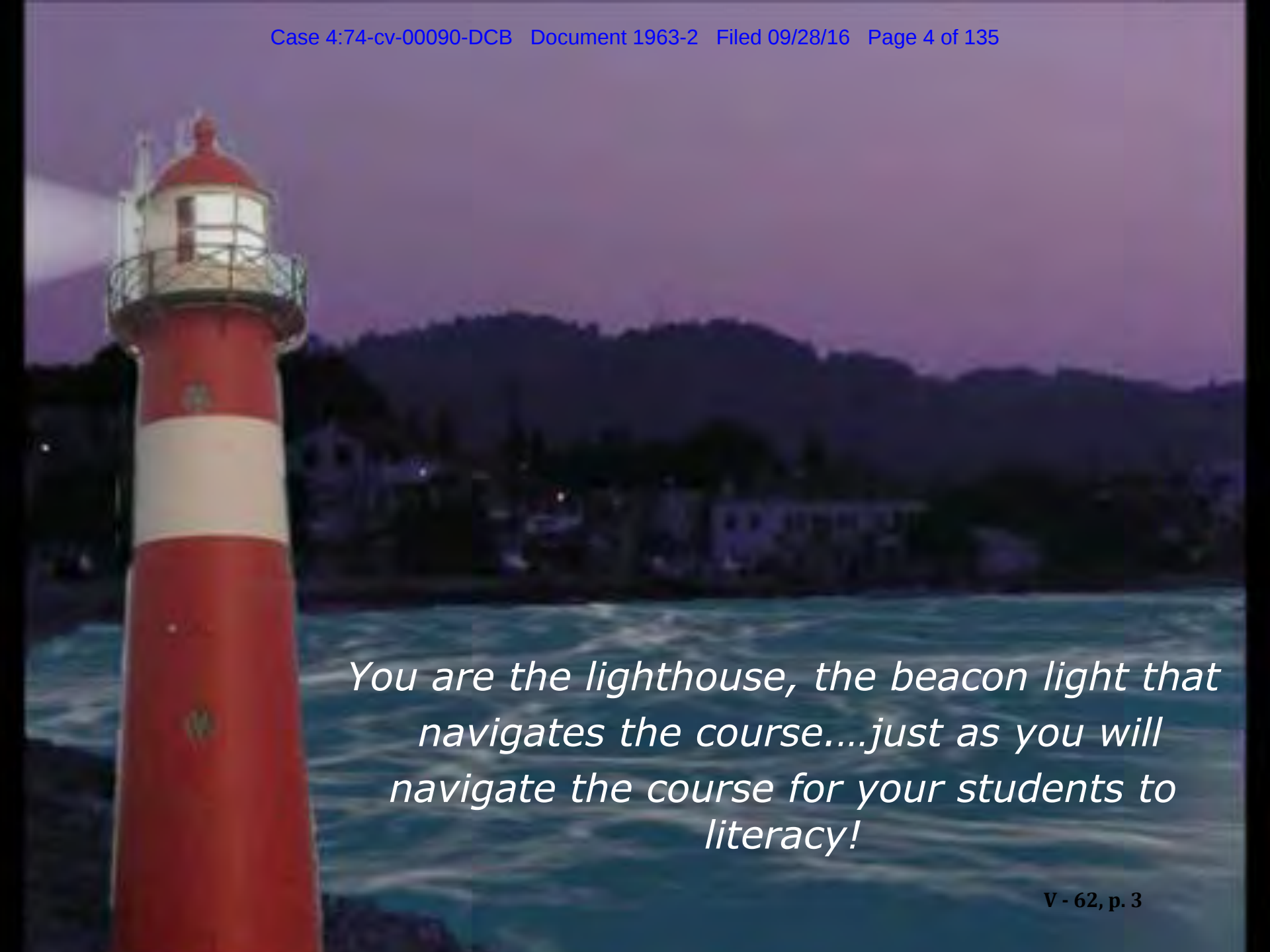
Olivia Cazares

Catherine Espinoza

TUSD Language Acquisition Department

2015





*You are the lighthouse, the beacon light that
navigates the course....just as you will
navigate the course for your students to
literacy!*

Session Norms

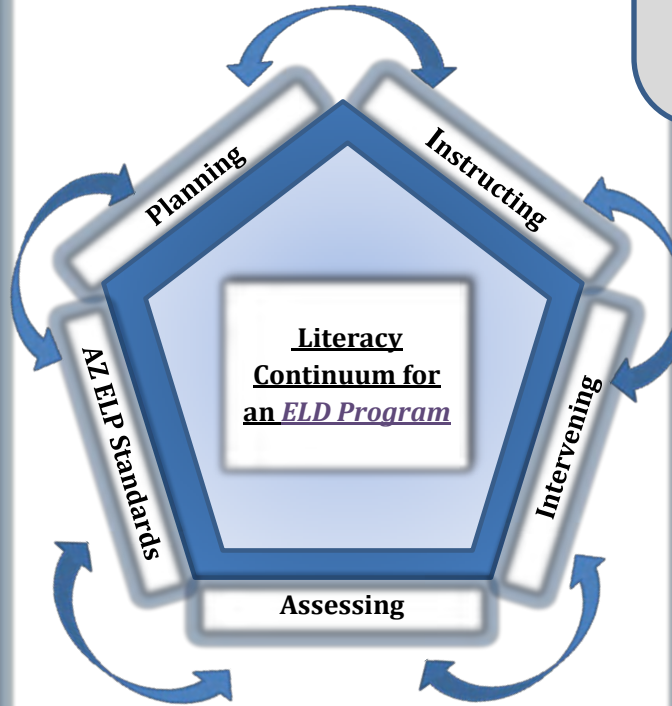
- Set aside preconceived notions
- Make application to your own work
 - Ask questions
 - **Respect others' viewpoint and**
 - expertise
- Take time to share and be ready to actively participate in all sessions
- Take a break from cell phones
- Keep ELL students in mind



English Language Development

ELLs below the Intermediate level on AZELLA and all 1 st year ELLs	ELLs at the Intermediate Level on AZELLA and in at least their 2nd year of ELD Instruction
ELD instruction using ELP standards during two integrated blocks, totaling 4 hours *Kinder two integrated blocks totaling 2 hours	ELD instruction using ELP standards during two integrated blocks, totaling 3 hours:
120 minute Block: *Kinder 60 min.	90 minute Block:
<ul style="list-style-type: none"> ▶ Oral English Conversation [LS] & Vocabulary[L-2] ▶ Reading [R] <ul style="list-style-type: none"> • Print Concepts • Phonological Awareness • Phonics & Word Recognition • Fluency • Comprehension • Vocabulary 	<ul style="list-style-type: none"> ▶ Oral English Conversation [LS] & Vocabulary[L-2] ▶ Reading [R] <ul style="list-style-type: none"> • Print Concepts • Phonological Awareness • Phonics & Word Recognition • Fluency • Comprehension • Vocabulary
120 minute block: *Kinder 60 min.	90 minutes block:
<ul style="list-style-type: none"> ▶ Grammar[L-1] ▶ Writing [W] 	<ul style="list-style-type: none"> ▶ Grammar[L-1] ▶ Writing [W]
Literacy intervention using ELP Standards 30 minutes	

TUSD K-5 Literacy Continuum for an English Language Development Program (ELD)



Where does this session fit into the big picture?

(25 minutes x 4)

Guided Reading Components:

- ~Select the Text
- ~Introduce the Text
- ~Read the Text
- ~Revisit & Discuss Text
- ~ Intermittent Closure
- ~Extend Meaning of the Text

AND/OR

One-on-One Instruction

- ~Conferring or
- ~Assessing

Literacy Block Closure
(15 minutes)

- ~Purposeful Accountable Talk

LWS

- #### Literacy Work Stations (LWS)
- ▶ Read to Self (monitored)
 - ▶ Work on Writing
 - ▶ Word Work
 - ▶ Read to Someone
 - ▶ Listen to Reading

- #### Assessments
- ▶ Universal Screener: DIBELS
 - ▶ DRA2
 - ▶ Avenues e-Assessment
 - ▶ Alphachants (K), Phonics Street (1,2), Reading Basics (3,4,5)
 - ▶ State Assessments
- V - 62, p. 5**

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



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.



All Hands on Deck



Agenda

- ❖ Welcome and Ice Breaker
 - ❖ Norms
 - ❖ Assessment Inventory
- ❖ Is there a magic number?
- ❖ Summative vs Formative
 - ❖ Closure





Assessment



Mr. Hollands Opus



Mr. Holland's Opus - Lou Finds the Beat (1).mp4



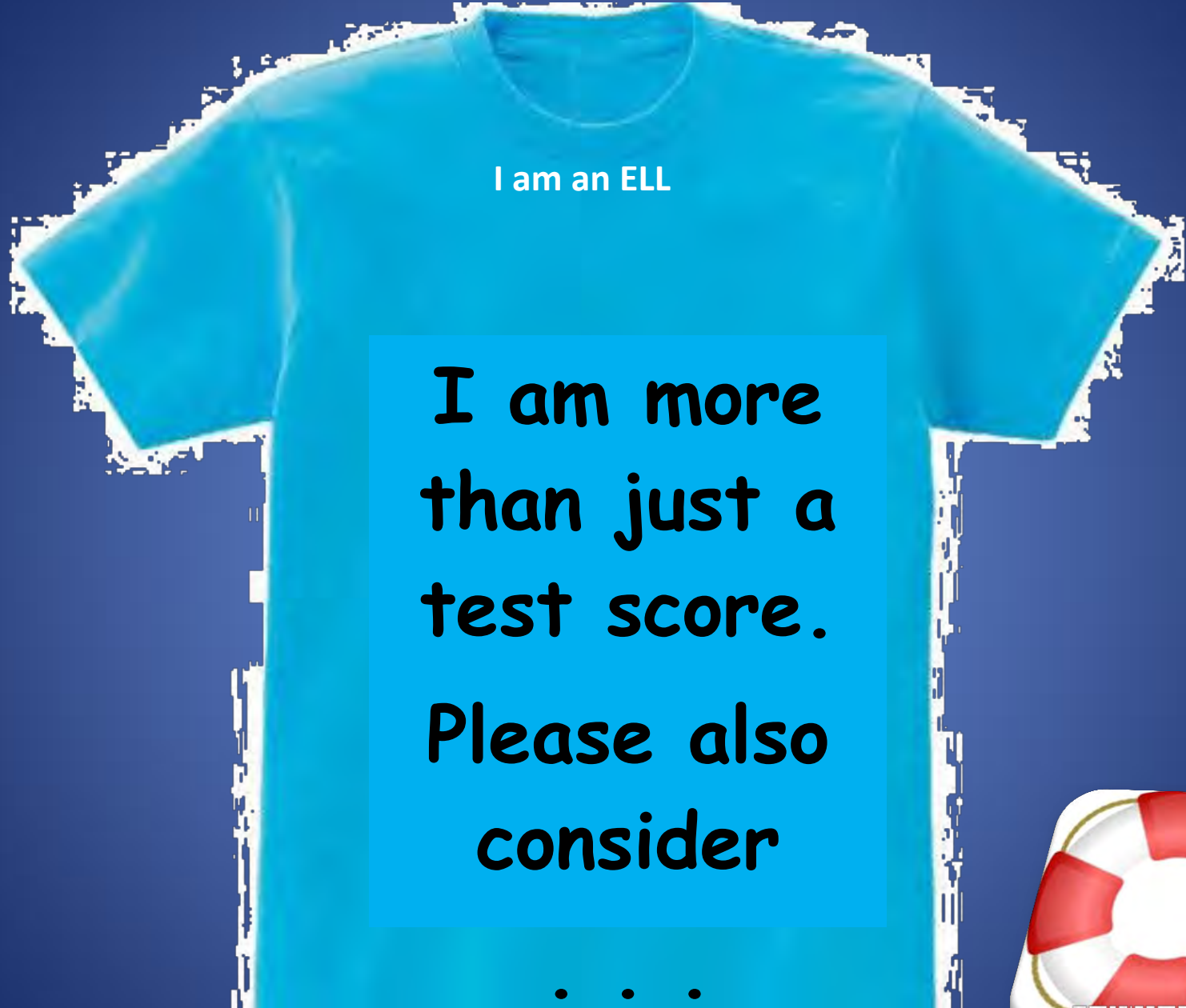
A picture is not always what it seems...







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



I am an ELL

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

• • •



Share Out ---Share your knowledge



Write in the Margins

New
Learning !

Questions

?

Formative and Summative Assessment
How does Assessment impact
Danielson Framework?

Connections

Affirmations *



V - 62, p. 17

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport
 - Teacher interaction with students • Student interaction with student
- 2b Establishing a Culture for Learning
 - Importance of content • Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures
 - Instructional groups • Transitions
 - Materials and supplies • Non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior
 - Expectations • Monitoring behavior • Response to misbehavior
- 2e Organizing Physical Space
 - Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues • Service to the profession
- 4f Showing Professionalism
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

- 3a Communicating With Students
 - Expectations for learning • Directions and procedures
 - Explanations of content • Use of oral and written language
- 3b Using Questioning and Discussion Techniques
 - Quality of questions • Discussion techniques • Student participation
- 3c Engaging Students in Learning
 - Activities and assignments • Student groups
 - Instructional materials and resources • Structure and pacing
- 3d Using Assessment in Instruction
 - Assessment criteria • Monitoring of student learning
 - Feedback to students • Student self-assessment and monitoring
- 3e Demonstrating Flexibility and Responsiveness
 - Lesson adjustment • Response to students • Persistence

Using the Correct Data Points to Ensure Achievement

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

- Goal- Student Achievement**

 - ADMS
 - Stanford 10
 - AYP
 - AMAO
 - A-F Accountability
 - Language Proficiency

Goal- Student Achievement

 - ADMS
 - Stanford 10
 - AYP
 - AMAO
 - A-F Accountability

Data Driven Instruction

Interventions

ELD Data Starting Point:	DL Data Starting Point:	Mainstream Starting Point
<ul style="list-style-type: none"> • HLI • AZELLA • Avenues Assessments <ul style="list-style-type: none"> ◦ eAssessment ◦ Phonics Component ◦ DRA ◦ Running Records 	<ul style="list-style-type: none"> • HLI • AZELLA • Avenues Assessments <ul style="list-style-type: none"> ◦ eAssessment • DRA2/EDL2 (DL) • LAS LINKS (DL) • Pre/Post Writing Sample 	<p>Data Starting Point:</p> <ul style="list-style-type: none"> • DIBELS • ATI Assessments • Assessing Reading M.M. • DRA • Success Maker



TUSD ASSESSMENT Policy for ELL students

ATI Testing Protocol for ELLs		
Students <u>NOT</u> taking READING & WRITING ATI	Students taking READING & WRITING ATI	Students eligible to receive ADE Testing Accommodations:
<ul style="list-style-type: none"> • ELLs and ELLARY with <u>OVERALL</u> Pre Emergent/Emergent (PEE), or Basic (B) proficiency on AZELLA • ELLs with No Test Completed (NTC) indicated on the last column of the PHLOTE list 	<ul style="list-style-type: none"> • ELLs with <u>OVERALL</u> Intermediate (I) proficiency on AZELLA • ELLAR(Y) and ELLARs without a response with <u>OVERALL</u> Intermediate (I) proficiency on AZELLA • All ELLAR (N) • Parent Withdrawals • All Reclassified students <p><i>*Please note, the OVERALL AZELLA level can be found on the last column of the PHLOTE</i></p>	<ul style="list-style-type: none"> • ELLs • 1st Year Reclassified • 2nd Year Redassified • S Reclassified (Secondtime reclassified) • ALL ELLARs • Parent withdrawals

ALL students will be taking MATH ATI

DIBELS:MYTHS

FACTS

Ruth Kiminski and Kelly D. Cummings Dynamic Measurement Group

- **Fact:** *DIBELS is designed to be an indicator of critical early reading skills rather than comprehensive assessments of all reading and reading related skills.*
- **Misuse 2:** *Teaching the test and/or artificially raising DIBELS scores without teaching the critical skills.*
- **Appropriate Use:** *The DIBELS materials should never be used for practice or instructional purposes.*
- *The focus of instruction should be on the basic early literacy skill, not the test.*



With an ELL student, what is my 1st step?



Home Language Inventory (HLI) MOJAVE and PHLOTE

- **P**rimary
- **H**ome
- **L**anguage
- **O**ther
- **T**han
- **E**nglish

What makes a
student a
PHLOTE?



Is this student a PHLOTE?

Birth Date

[REDACTED]

Birth Place

BURND

Gender

Female

Ethnicity/Race

Black

Primary Racial/Ethnic Identity

Black/African Amer

Language

0 - Kirundi

0 - Kirundi

0 - Kirundi

Primary language in home

Most often spoken by student

1st language acquired by student.

What information can I get from Mojave?

2013 - 2014 * EE Save [Select a Block]

Minimize Up Down Print Help **STUDENT SEARCH**

Find [Redacted] Search Inactive Graduated

School search found 1 student
Matching "jus", Status/

Student SA	ID	Name	BirthDate
[Redacted]	[Redacted]	[Redacted]	[Redacted]

Minimize Up Down Print Refresh Help **STUDENT DEMOGRAPHIC**

Birth Date	06/06/200
Birth Place	BURND
Gender	Female
Ethnicity/Race	Black
Primary Racial/Ethnic Identity	Black/African
Language	O - Kirund O - Kirund O - Kirund

Minimize Up Down Print Refresh Help **STUDENT LANGUAGE**

This information is independent of which Class Year is selected. Data shown

[Select a Block] dropdown menu:
[Select a Block]
AIMS High School Information
Absences
CTE Information
Career Cluster
Confidential
Contact
Course Request View
Course Requests
Custodial
Data Verification
Dropout Prevention
EOY Status
Early Childhood
Enrollment
Exceptional Education
Feeder
GPA
Grades
Graduation Requirements
Health Records
Incidents (AzSAFE)
Interscholastic
Interscholastic (Manual Eligibility)
Intervention
Language Acquisition
Native American
Notes
Placement
Program Flags

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

STUDENT PROGRAM FLAGS

Include Central Data

Custodial	Notes	Team	O.E./Magnet	N.A./ROI	Trans./School Choice	Suspended	Expelled	504	PHLOTE	Ex.Ed.	GATE
No	No	No	No	No/No	No	No	No	No	ELL	No	No

McKinney-Vento student	No Date Specified
1. Objection to release any directory information for TUSD publications	Not On File
2. Objection to release any directory information for non-TUSD purposes	Not On File
4. Objection to DISTRICT MEDIA interviews, photographs, or audio/video recordings	Not On File
5. Objection to NEWS MEDIA interviews, photographs, or audio/video recordings	Not On File

Status	Begin	End
ELL	05/10/2010	

Program Participation	School	Entry	Exit	Reason
ELDP	Wright (461)	08/01/2013	05/22/2014	EOY
ELDP	Wright (461)	08/02/2012	05/23/2013	EOY
ELDP	Wright (461)	09/19/2011	05/23/2012	EOY
ELDP	Cragin (179)	08/16/2010	09/29/2010	Wdraw
	Cragin (179)	05/10/2010	05/26/2010	EOY



Minimize Up Down Print Help **STUDENT SEARCH**

Find: jus Limit: 10 Search Inactive Graduate

School search found 1 student

(Matching "jus", Status(A))

Student	SAIS ID	Name	BirthDate
0410179002	36973514	Juslene, Niyibizi	06/06/2003

Minimize Up Down Print Refresh Help **STUDENT DEMOGRAPHIC**

Birth Date	06/06/2003
Birth Place	BURND
Gender	Female
Ethnicity/Race	Black
Primary Racial/Ethnic Identity	Black/African
Language	O - Kirundi O - Kirundi O - Kirundi

- (Select a Block)
- AIMS High School Information
- Absences
- CTE Information
- Career Cluster
- Confidential
- Contact
- Course Request View
- Course Requests
- Custodial
- Data Verification
- Dropout Prevention
- EOY Status
- Early Childhood
- Enrollment
- Exceptional Education
- Feeder
- GPA
- Grades
- Graduation Requirements
- Health Records
- Incidents (AzSAFE)
- Interscholastic
- Interscholastic (Manual Eligibility)
- Intervention
- Language Acquisition
- Native American
- Notes
- Placement
- Program Flags

Minimize Up Down Print Refresh Help **STUDENT LANGUAGE**

This information is independent of which Class Year is selected. Data shown

Most spoken language in the home is **Kirundi**

Status	Begin	End
ELL	05/10/2010	

Program Participation	School	Entry	Exit	Reason
ELDP	Wright (461)	08/01/2013	05/22/2014	EOY
ELDP	Wright (461)	08/02/2012	05/23/2013	EOY
ELDP	Wright (461)	09/19/2011	05/23/2012	EOY
ELDP	Cragin (179)	08/16/2010	09/29/2010	Wdraw
	Cragin (179)	05/10/2010	05/26/2010	EOY

No Waivers

+ Test Scores

No Language Response log records available.

Hide Enroll New

ts. Grd.	
A	5

us = Active

5

ach

Show



Date	Test	Subtest	Grade	Raw	Scaled	Prof. level
03/11/2014	AZELLA	Overall	5			Intermediate
03/11/2014	AZELLA	Total Test/Total Combined	5	100	2443	Intermediate
03/11/2014	AZELLA	Listening	5	020	246	Intermediate
03/11/2014	AZELLA	Speaking	5	024	217	Pre-Emergent/Emergent/Basic
03/11/2014	AZELLA	Oral	5	044	228	Pre-Emergent/Emergent/Basic
03/11/2014	AZELLA	Reading	5	026	232	Intermediate
03/11/2014	AZELLA	Total Writing	5	030	233	Intermediate
03/11/2014	AZELLA	Comprehension	5	046	236	Intermediate
03/11/2014	AZELLA	Language	5		231	Intermediate
02/06/2013	AZELLA	Overall	4			Pre-Emergent/Emergent
02/06/2013	AZELLA	Total Test/Total Combined	4	067	2385	Pre-Emergent/Emergent
02/06/2013	AZELLA	Listening	4	008	185	Pre-Emergent/Emergent/Basic
02/06/2013	AZELLA	Speaking	4	019	209	Pre-Emergent/Emergent/Basic
02/06/2013	AZELLA	Oral	4	027	198	Pre-Emergent/Emergent/Basic
02/06/2013	AZELLA	Reading	4	016	200	Pre-Emergent/Emergent/Basic
02/06/2013	AZELLA	Total Writing	4	024	215	Pre-Emergent/Emergent/Basic
02/06/2013	AZELLA	Comprehension	4	024	195	Pre-Emergent/Emergent/Basic
02/06/2013	AZELLA	Language	4		205	Pre-Emergent/Emergent/Basic
02/09/2012	AZELLA	Total Test/Total Combined	3	038	573	Basic
02/09/2012	AZELLA	Listening	3	011	606	Basic
02/09/2012	AZELLA	Speaking	3	013	558	Emergent
02/09/2012	AZELLA	Oral	3	024	573	Basic
02/09/2012	AZELLA	Reading	3	008	619	Basic
02/09/2012	AZELLA	Total Writing	3	006	543	Pre-Emergent
03/29/2011	AZELLA	Total Test/Total Combined	2	35	533	Emergent
03/29/2011	AZELLA	Listening	2	11	517	Basic
03/29/2011	AZELLA	Speaking	2	12	540	Basic
03/29/2011	AZELLA	Oral	2	23	532	Basic
03/29/2011	AZELLA	Reading	2	5	534	Emergent
03/29/2011	AZELLA	Total Writing	2	7	535	Pre-Emergent
05/10/2010	AZELLA	Total Test/Total Combined	1	000	320	Pre-Emergent
05/10/2010	AZELLA	Listening	1	000	337	Pre-Emergent
05/10/2010	AZELLA	Speaking	1	000	380	Pre-Emergent
05/10/2010	AZELLA	Oral	1	000	328	Pre-Emergent
05/10/2010	AZELLA	Reading	1	000	412	Pre-Emergent
05/10/2010	AZELLA	Total Writing	1	000	394	Pre-Emergent

OOD
OOD
OOD
OOD
OOD
OOD

PHLOTE LIST

P = Proficient
 I = Intermediate
 B = Basic
 E = Emergent
 PE = Pre-Emergent

PHLOTE Information - IFEP,ELL,RECL,ELLAR,NELL,No Status

Teacher	Gd	Birth Dt	Prg	PHL	State Lang.	PP	Status	Test Date	Oral		Reading		Writing		Total Test		Over- all Prof.
									Raw Scr	Lvl	Raw Scr	Lvl	Raw Scr	Lvl	Raw	Lvl	
0	09/28/07	ELDP	OOO	Kirundi	ELL		03/04/14	012	PEB	015	P	013	P	040	I	I	
0	09/15/07	eldp	OEE	Marshall	IFEP		03/03/14	024	P	016	P	013	P	053	P	P	
0	08/21/07	ELDP	OOO	Somali	ELL		03/04/14	023	P	013	I	011	P	047	P	I	
0	12/10/07	---	OOO	Somali	ELL		03/03/14	018	I	014	P	010	I	042	I	I	
0	07/27/08	---	OOO	Kirundi	IFEP		03/03/14	023	P	015	P	013	P	051	P	P	
0	03/21/08	---	OEO	Spanish	IFEP		03/03/14	023	P	015	P	011	P	049	P	P	
0	01/07/08	eldp	OEO	Af-May	IFEP		03/03/14	027	P	015	P	013	P	055	P	P	
0	08/12/08	ELDP	OOO	Somali	ELL		03/03/14	021	P	013	I	010	I	044	P	I	
0	03/10/08	ELDP	OOO	Spanish	ELL		03/03/14	022	P	013	I	012	P	047	P	I	
0	11/26/07	eldp	OOO	Nepales	IFEP		03/03/14	025	P	017	P	014	P	056	P	P	
0	01/01/08	ELDP	OOO	Arabic	ELL		03/04/14	015	PEB	015	P	013	P	043	I	I	
0	06/27/07	ELDP	OOO	Kunama	ELL		03/04/14	011	PEB	014	P	010	I	035	I	I	
0	03/03/08	eldp	OOO	Marshall	RECL		03/03/14	021	P	015	P	012	P	048	P	P	
0	07/21/08	ELDP	EEE	English	ELL		03/04/14	021	P	013	I	012	P	046	P	I	
0	08/18/08	ELDP	OOO	Spanish	ELL		03/03/14	018	I	010	PEB	010	I	038	I	I	
0	06/03/08	ELDP	OOO	Spanish	ELL		03/04/14	014	PEB	008	PEB	009	I	031	B	B	
0	12/07/07	---	OOO	Nepales	ELL		03/03/14	022	P	012	I	009	I	043	I	I	
0	05/31/08	---	OEE	Spanish	ELL		03/03/14	020	I	015	P	008	I	043	I	I	
0	07/12/08	---	OEO	Russian	ELL		03/03/14	021	P	012	I	007	PEB	040	I	I	
0	05/06/08	---	OOO	Rwanda	ELL		03/28/14			012	I	005	PEB	--		NTC	
0	06/04/08	---	OOO	Spanish	ELL		03/03/14	015	PEB	009	PEB	007	PEB	031	B	B	
0	01/01/08	---	OOO	Somali	ELL		03/03/14	018	I	010	PEB	009	I	037	I	I	
1	12/24/06	ELDP	OEO	Somali	ELL		03/11/14	022	PEB	016	PEB	012	PEB	050	B	B	
1	08/17/07	eldp	OOO	Somali	SRECL		02/27/14	038	P	026	P	028	P	092	P	P	
1	03/07/07	eldp	OOO	Arabic										--			
1	10/14/06	ELDP	OOO	Spanish	ELL		02/27/14	037	I	014	PEB	016	I	067	I	I	
1	03/08/07	ELDP	OOO	Arabic	ELL		02/27/14	033	I	014	PEB	006	PEB	053	B	B	
1	10/06/06	ELDP	OOO	Spanish	Y ELLAR		03/11/14	040	P	016	PEB	018	I	074	I	I	
1	03/22/06	ELDP	EEE	English	ELL**		02/01/13		I		PEB		PEB	--	B		
1	05/09/07	ELDP	OOO	Spanish	Y ELLAR		03/11/14	037	I	010	PEB	010	PEB	057	B	B	

Language student speaks



AZELLA Report

PHLOTE List Informational KEY

Matric	Name	Teacher Name	G d	Prg	Birth Dt	PHL	Language	P P	Status	Test Date	al Scr	Lv I	d. Scr	Lv I	. Scr	Lv I	al Raw	t Lvl
			0	eldp	04/15/06	OOO	Spanish											
			0	eldp	05/10/06	OOO	Spanish		ELL	08/24/11	014	E	006	B	007	E	027	E
			0	bil	10/28/05	OEE	Spanish		ELL	08/22/11	036	P	011	P	013	B	060	I
			0	eldp	10/12/05	OOO	Spanish		IFEP	08/23/11	036	P	011	P	021	P	068	P
			1	bil	03/04/05	OOO	Spanish		RECL1	03/29/11	038	P	012	P	022	P	072	P
			2	bil	10/13/03	OOO	Spanish		RECL2	09/13/10	052	P	016	I	023	I	091	P
			2	---	11/03/03	EOO	Spanish	Y	ELLAR	09/13/10	051	P	013	I	016	B	080	I
			3	bil	07/09/03	OOO	Spanish		SRECL	02/09/11	051	P	020	P	022	I	093	P
			4	bil	08/15/01	OOO	Spanish		WthPar	02/08/11	039	I	007	B	012	B	058	B
			4	bil	08/07/02	OOO	Spanish	N	ELLAR	10/27/10	049	P	010	I	021	I	080	I
			5	bil	08/25/01	OEO	Spanish		RECL	12/03/10	048	P	018	P	025	P	091	P

PP = Parent Permission Status for ELLAR Students
 Y = Permission given for student to return to ELD program
 N = No Permission given for student to return to ELD program
 If space is blank for ELLAR student - No form is on file with LAD

Y/N status determined by ELLAR form response. Original should be in student folder and a copy on file with LAD for ADE compliance.

IFEP = Initial Fluent English Proficiency
 ELL = English Language Learner
 ELLAR = ELL after Reclassification
 RECL = Reclassified (Newly or beyond 2nd year) Check date of reclassification in student record if necessary
 RECL1 = 1st Year Reclassified
 RECL2 = 2nd Year Reclassified
 SRECL = Second Time RECL (Student became reclassified after ELLAR status)
 WthPar = Student withdrawn from ELD program by parent - Must take assessment yearly until reclassification
 WthIEP = Student withdrawn from ELD program by IEP - Not required to take assessment
 NELL = Non-ELL (Applies only to students that took only the Kindergarten placement test/Need to take reassessment)

P = Proficient
 I = Intermediate
 B = Basic
 E = Emergent
 PE = Pre-Emergent
 PEE = Pre-Emergent/Emergent
 PEB = Pre-Emergent/Emergent/Basic
 NTC = No Total Combined Score/Student required to take reassessment for valid score



The first step in using the AZELLA reports is to understand what is included in the *Individual Student Report*. This report is produced only for students with a valid, completed, and scored AZELLA. Below is a mock-up of the Stage I – Stage V Individual Student Report. The Kindergarten Placement Test is different and that report will be discussed separately.

- A – Header information
- B – Student demographic information
- C – Student score information
- D – Student proficiency level and ELL designation

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

The form is titled "AZELLA Individual Student Report" and includes the following sections:

- Header:** "Student Report" and "AZELLA" logo.
- Student Information:** Name (John Hupperina), Superintendent of Public Instruction.
- How did [redacted] perform on the English Language Learning Assessment?**
- Overall Proficiency Level (Section D):**
 - Proficient:** Student consistently understands social and academic English, responding orally with simple but detailed answers. They read OVC and high-frequency words and comprehend grade-level texts that are read aloud. These students write words, phrases, and simple sentences and demonstrate an understanding of a range of written conventions.
 - Intermediate:** Students at this level have a moderate understanding of spoken social English, but are limited in their understanding of academic English. They generally respond orally with phrases and simple sentences. These students are able to decode OVC words. They can write letters of the alphabet and demonstrate an understanding of basic written conventions.
 - Basic:** Students at this level have limited understanding of spoken social English. They respond orally with isolated words and simple sentences with grammatical errors. They are beginning to identify letter sounds and sound/symbol relationships. Students at this level can write some letters of the alphabet.
 - Pre-Emergent / Emergent:** Students at this level lack the English skills to communicate, read, stroke board, or add details to drawings. These students do not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific, ongoing support in English language development instruction.
- Score Report (Section C):**

Student: [redacted] (B)

SAIS ID: [redacted] Birth Date: [redacted] Grade: K

Test Date: 0/22/2013 Other Information: [redacted]

Language Program as of Test Date: [redacted]

Dist. No: [redacted]

School Name: [redacted]

Center Name: [redacted]

Score Report					
The state reported Proficient or AZELLA reported a Proficient Score on the Reading and Writing Section Scores as well as a Proficient Score on the Total Combined Score.					
	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
Total Combined	356	[Progress bar showing 100% proficiency]			
	Scale Score	Pre-Emergent / Emergent	Basic	Intermediate	Proficient
Domain Score					
Reading	288	[Progress bar showing ~85% proficiency]			
Writing	254	[Progress bar showing ~75% proficiency]			
Listening	259	[Progress bar showing ~75% proficiency]			
Speaking	257	[Progress bar showing ~75% proficiency]			
Academic Score					
Language (Conventions/Vocabulary)	265	[Progress bar showing ~75% proficiency]			
Oral (Listening/Speaking)	263	[Progress bar showing ~75% proficiency]			
Language/Listening (Listening/Reading)	266	[Progress bar showing ~75% proficiency]			



Scholastic, DRA or Avenues Running Records

Name Amir Grade 3 Date Oct. 7

from Sunday Potatoes

Needs to be told a word

Substitutes a word

Repeats a phrase

Fails to read a word

Repeats a word

Inserts a word

Take a Running Record		Number of Errors	Number of Self-Corrections
page			
5	At one time there was a country.	1	
7	In that country there was a town.		
9	In that town there was a street.	1	
10	In that street there was a house.		1
12	In that house there was a room. In that room sat a family. They were very poor. All they had to eat was potatoes. You may ask, did they like to eat potatoes? Well, they did like to eat!	2	
14	So, they cut potatoes. Planted,		
15	grew, and dug potatoes.	1	
16	Stored, washed,		
17	and cooked potatoes.	1	
19	On Sunday they ate potatoes.		
		Total	Total
		6	1

Assess Fluency
Student reads with appropriate:
<input type="checkbox"/> expression
<input type="checkbox"/> intonation
<input checked="" type="checkbox"/> attention to punctuation
<input checked="" type="checkbox"/> rate
<input checked="" type="checkbox"/> phrasing

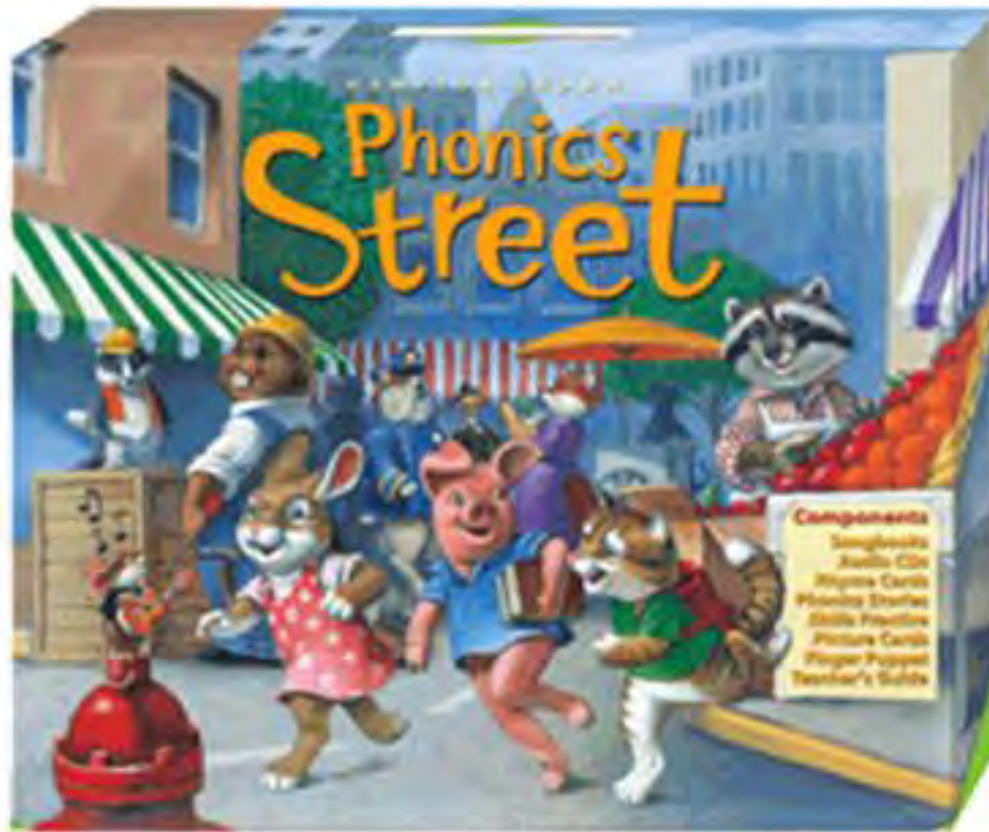
Assess Strategy Use
Self-Monitors:
<input type="checkbox"/> asks questions
<input type="checkbox"/> clarifies
<input type="checkbox"/> paraphrases
<input type="checkbox"/> uses visuals
<input type="checkbox"/> confirms word meaning
<input type="checkbox"/> uses punctuation clues
<input type="checkbox"/> uses signal words
Self-Corrects:
<input type="checkbox"/> asks questions
<input checked="" type="checkbox"/> rereads
<input type="checkbox"/> reads on
<input type="checkbox"/> searches for new clues
<input checked="" type="checkbox"/> adjusts reading rate
<input type="checkbox"/> translates
<input type="checkbox"/> reduces amount read

Calculate Accuracy Rate

$$(86 \text{ words} - \frac{6}{\text{total errors}}) \div 86 \text{ words} = 93\%$$

Determine Instructional Needs		
If Accuracy Rate Is	Then Have Student	Student needs more coaching in
<input type="checkbox"/> below 90%	read a lower-level text	using punctuation to improve fluency and understanding.
<input checked="" type="checkbox"/> between 90-94%	continue at this level	
<input type="checkbox"/> 95-100%	read a higher-level text	

1st and 2nd Diagnostic Phonics Street



Avenues Phonics Street

Assessment Guidelines

The goal of *Phonics Street* is the strategic application of phonics to reading and writing. The chart below describes the assessment tools, which will give you information to inform placement, instruction, and grading. The following pages describe how to administer, score, and use the results of each assessment tool.

Assessment Tool	Pretesting	Progress Testing	Posttesting
<ul style="list-style-type: none"> • Phonological and Phonemic Awareness Assessment Measures the child's ability to identify rhyme and segment syllables, to isolate sounds, to blend sounds and segment words, and to manipulate sounds. Two forms: A and B 	■	■	■
<ul style="list-style-type: none"> • Letter-Sound Assessment Assists in placement by measuring the accuracy and fluency with which the child gives the sound for each letter; also evaluates knowledge of letter names and key words for each sound. 	■	■	
<ul style="list-style-type: none"> • Phonics Pretest Measures the child's ability to decode words with the targeted phonics skills and assists in placement and instructional grouping. 	■		
<ul style="list-style-type: none"> • 19 Progress Checks Measure the child's mastery of targeted phonics elements and decoding skills. Progress Checks 6-19 include a dictation exercise. 		■	
<ul style="list-style-type: none"> • 3 Posttests These multiple-choice, group-administered tests assess the phonics skills taught in Parts 1, 2, and 3 of the program. Posttests 2 and 3 include a spelling section. 			■

Avenues Phonics Street Assessments 1st and 2nd Grade

Phonological and Phonemic Awareness Assessment

Test and Student Profile

Student Name _____

Directions: Read the Scripted Instructions and practice items prior to administering each group of test items. Circle the item number for each correct response; mark the item number with an X for each incorrect response. Then record the total correct for each test section in the space provided. Sum up the total and record it in this Student Profile Chart:

Student Profile	Test Date:		Test Date:		Test Date:	
	Total	Percent	Total	Percent	Total	Percent
Form A	/40	%	/40	%	/40	%
Form B	/40	%	/40	%	/40	%

Objectives	Scripted Instructions & Practice Items	Form A Items	Form B Items
<p>1. Rhyme</p> <ul style="list-style-type: none"> The student identifies rhyming words. 	<p>I am going to say two words that end with the same sounds: <i>cat... sat</i>. These words rhyme. Listen while I say two words that do not rhyme: <i>cat... bike</i>.</p> <p>Now I am going to say more words. Tell me if they rhyme or do not rhyme.</p>	<p>1. bed, red (rhyme) 2. tree, bee (rhyme) 3. job, sun (do not) 4. pin, like (do not) 5. far, jar (rhyme)</p> <p>Total Correct /5</p>	<p>1. car, new (do not) 2. box, fox (rhyme) 3. go, no (rhyme) 4. pick, quick (rhyme) 5. cake, hat (do not)</p> <p>Total Correct /5</p>
<p>2. Syllable Segmentation</p> <ul style="list-style-type: none"> The student segments words into syllables. 	<p>I am going to say a word with two parts: <i>starfish</i>. Say the two parts you hear in <i>starfish</i>. That's right: <i>star, fish</i>.</p> <p>Now I am going to say more words. Say the two parts you hear in each word.</p>	<p>1. popcorn (pop, corn) 2. sunshine (sun, shine) 3. winter (win, ter) 4. quickly (quick, ly) 5. unlock (un, lock)</p> <p>Total Correct /5</p>	<p>1. notebook (note, book) 2. baseball (base, ball) 3. carpet (car, pet) 4. slowly (slow, ly) 5. repay (re, pay)</p> <p>Total Correct /5</p>

Avenues Reading Basics Assessments

Student Profile and Placement Chart

Student Name _____ Test _____

Student Profile and Placement Chart

Complete this item analysis to determine where students should begin in the *Reading Basics*. Circle the numbers of the items the student answered correctly. Total the correct responses and calculate the percent correct. Refer to page T231 for placement guidelines.

Since the students' percentage correct first falls below 80% at Placement Point 2, the student should begin in Lesson 56.

Placement Point 1: Lesson 1	Placement Point 2: Lesson 56	Placement Point 3: Lesson 111
letters/sounds: ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ short vowels: ⑨ ⑩ ⑪ 12 ⑬ blends/digraphs: 14 ⑮	long vowels: ⑰ ⑱ 20 18 ⑲ ⑳ ㉑ 32 ㉓ 34 ㉕ 35 r-controlled vowels: ㉗ ㉘ 23 24 -ed and -ing: ㉚ 39	diphthongs/variant vowels: 25 26 27 ㉘ ㉙ 30 hard/soft c and g: 36 37 silent consonants: 31 prefixes/suffixes: 44 multisyllabic words: 40 41 42 43
Total: 13 / 15 87 %	Total: 9 / 15 60 %	Total: 3 / 15 20 %

Using the *Reading Basics Placement Test*

Purpose

Use the *Reading Basics Placement Test* to place students into the program. There are three placement points as shown below.

- Non-readers and newly-arrived English learners will be placed at the beginning.
- Students with some literacy skills will be placed in Lesson 56, before the work on long vowels begins.

Students who can decode but still need to learn to apply their skills to multisyllabic words will be placed in Lesson 111.

	THE READING BASICS	
Placement Point 1	Lesson 1	Letters and Sounds
	Lesson 28	Short Vowels
	Lesson 35	Short Vowels and Digraphs
	Lesson 42	Short Vowels, Digraphs, and Double Consonants
	Lesson 49	Blends and Digraphs
Placement Point 2	Lesson 56	Long Vowels, Word Patterns, and Multisyllabic Words
	Lesson 63	Long Vowels and Word Patterns
	Lesson 70	Long Vowels and Word Patterns
	Lesson 77	Inflections
	Lesson 84	Inflections
Placement Point 3	Lesson 89	Long Vowels
	Lesson 94	R-Controlled Vowels
	Lesson 101	Multisyllabic Words
	Lesson 106	Words with y
	Lesson 111	Diphthongs and Variant Vowels
	Lesson 118	Variant Vowels and Consonants
	Lesson 125	Multisyllabic Words
	Lesson 132	Multisyllabic Words (Suffixes and Prefixes)
	Lesson 139	Multisyllabic Words

Description

The *Reading Basics Placement Test* contains 45 multiple-choice items to test students' mastery of letter-sound correspondences and of words that contain phonetic and structural elements taught in the program.

Mr. Holland's Opus



Mr. Holland's Opus - Lou Finds the Beat (1).mp4

Mr. Holland's Opus: Think - Pair - Share Clock Buddies

- What made the difference? How did Lou Russ finally learn to play the drum?
- What changed Mr. Holland's attitude and actions?



Make and Take

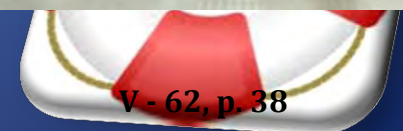
Language Proficiency Rubric

Student Characteristics	Teacher Strategies	Task and Assessment Activities
Stage 1 Pre-Production Minimal comprehension with no verbal production.	• Focus on non-verbal cues (pointing, pictures, gestures, facial expressions) • Use simple, clear language • Repetition and reinforcement • Use visual aids (pictures, objects, gestures) • Use simple, concrete words • Use simple, repetitive phrases • Use simple, repetitive questions • Use simple, repetitive answers • Use simple, repetitive instructions	• Identify objects by pointing, sort objects, stickers, letters • Match or label or recognize pictures, objects words • Follow one-step directions, model or give one word answers • Show and label words in a graphic organizer form • Use visuals, pictures and other media • Provide listening opportunities • Create a classroom full of language • Use mixed ability groups • Fill in simple cloze exercises when provided with a word bank • Choose in chorality with frequently-practiced phrases, poems, and songs
Stage 2 Early Production Limited comprehension with one / two responses.	• Encourage non-verbal communication (pointing, gestures, facial expressions) • Use simple, clear language • Repetition and reinforcement • Use visual aids (pictures, objects, gestures) • Use simple, concrete words • Use simple, repetitive phrases • Use simple, repetitive questions • Use simple, repetitive answers • Use simple, repetitive instructions	• Identify objects by pointing, sort objects, stickers, letters • Match or label or recognize pictures, objects words • Follow one-step directions, model or give one word answers • Show and label words in a graphic organizer form • Use visuals, pictures and other media • Provide listening opportunities • Create a classroom full of language • Use mixed ability groups • Fill in simple cloze exercises when provided with a word bank • Choose in chorality with frequently-practiced phrases, poems, and songs
Stage 3 Emergent Good comprehension enough proficiency to make simple sentences (with errors)	• Encourage non-verbal communication (pointing, gestures, facial expressions) • Use simple, clear language • Repetition and reinforcement • Use visual aids (pictures, objects, gestures) • Use simple, concrete words • Use simple, repetitive phrases • Use simple, repetitive questions • Use simple, repetitive answers • Use simple, repetitive instructions	• Identify objects by pointing, sort objects, stickers, letters • Match or label or recognize pictures, objects words • Follow one-step directions, model or give one word answers • Show and label words in a graphic organizer form • Use visuals, pictures and other media • Provide listening opportunities • Create a classroom full of language • Use mixed ability groups • Fill in simple cloze exercises when provided with a word bank • Choose in chorality with frequently-practiced phrases, poems, and songs
Stage 4 Intermediate Fluency Excellent comprehension with few grammatical errors	• Encourage non-verbal communication (pointing, gestures, facial expressions) • Use simple, clear language • Repetition and reinforcement • Use visual aids (pictures, objects, gestures) • Use simple, concrete words • Use simple, repetitive phrases • Use simple, repetitive questions • Use simple, repetitive answers • Use simple, repetitive instructions	• Identify objects by pointing, sort objects, stickers, letters • Match or label or recognize pictures, objects words • Follow one-step directions, model or give one word answers • Show and label words in a graphic organizer form • Use visuals, pictures and other media • Provide listening opportunities • Create a classroom full of language • Use mixed ability groups • Fill in simple cloze exercises when provided with a word bank • Choose in chorality with frequently-practiced phrases, poems, and songs

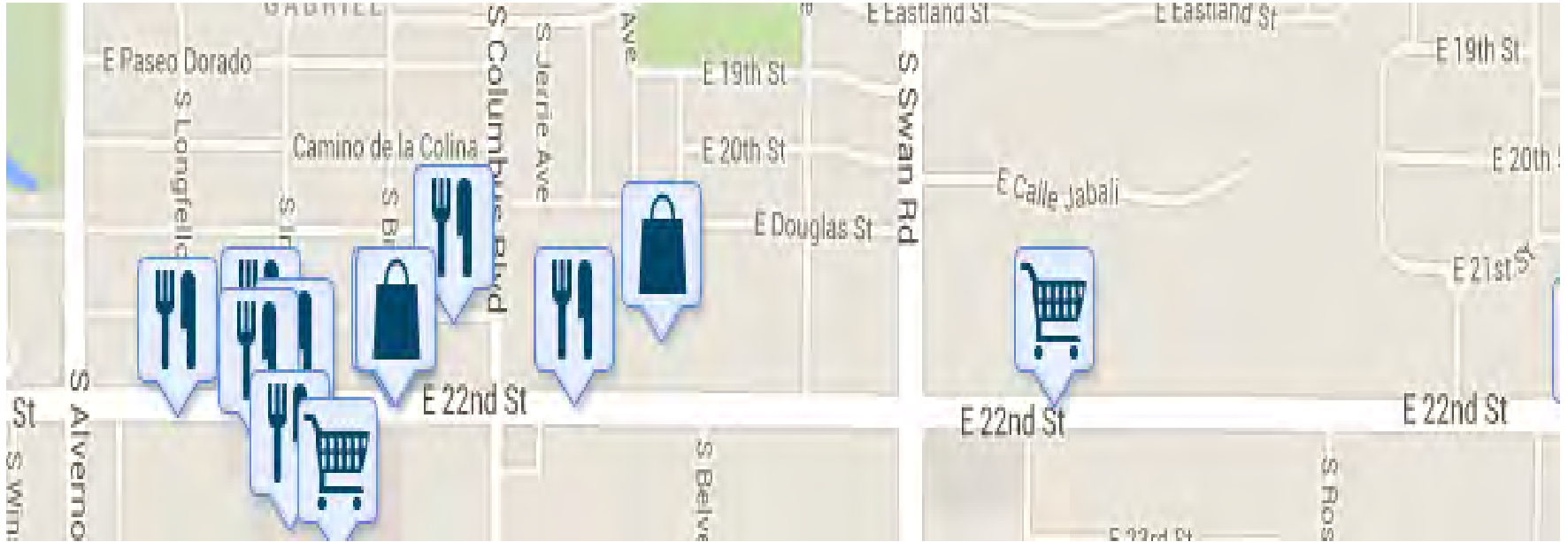
Student Characteristics
Stage 1 Pre-Production Minimal comprehension with no verbal production.
Stage 2 Early Production Limited comprehension with one / two responses.
Stage 3 Speech Emergent Good comprehension enough proficiency to make simple sentences (with errors)
Stage 4 Intermediate Fluency Excellent comprehension with few grammatical errors

Teacher Strategies	Task and Assessment Activities
• Focus on commands through Total Physical Response (TPR) • Teacher models and student follows • Emphasize listening skills and not expect, or force, the students to speak until he/she is ready • Use visuals, pictures and other media • Provide listening opportunities • Create a classroom full of language • Use mixed ability groups • Use physical movement, gestures, art, mime or music	• Identify objects by pointing, sort objects, stickers, letters • Match or label or recognize pictures, objects words • Follow one-step directions, model or give one word answers • Show and label words in a graphic organizer form • Use visuals, pictures and other media • Provide listening opportunities • Create a classroom full of language • Use mixed ability groups • Fill in simple cloze exercises when provided with a word bank • Choose in chorality with frequently-practiced phrases, poems, and songs
• Ask yes/no, who, what and where questions • Begin a sentence and have the student complete it • Introduce new vocabulary, but continue practicing previously learned vocabulary • Encourage shared reading with props and build on student prior knowledge • Use predictable and patterned books • Introduce dialogue journals • Provide rich contextual listening opportunities • Only correct mispronunciations if the message is not understood	• Match vocabulary to definitions, use cloze exercises with word bank • Name, describe objects, people, events, with phrases • Follow 2-3 step directions, give one / two word directions to a peer • Draw lines or sketches to represent word meanings or larger concepts • Analyze and extract information from charts and graphs • Define and categorize objects, people, or events with visual support • Sort words or phrases into categories provided by teacher or partner • Scan to find key words, summarize in a short phrase the gist of a sentence • Answer modified multiple-choice questions, short or questions • Maintain a personal English spelling dictionary to write simple sentences • Use finished phrases to complete part of written linguistic complexity • Be allowed to complete the assessment in a small group instead of alone • Allow untimed access to teacher to ask questions during exams, quizzes
• Ask open-ended questions (how and why) • Encourage independent reading and writing • Encourage an attempt to speak • Encourage the importance of not making fun or discouraging attempts at a language • Make, expand, modify and enrich student language • Use predictable and patterned books • Support the use of content area texts with reading and role playing • Have students describe personal experiences through experiences and activities	• Compare visually supported sources of info, using a graphic organizer • Compare, contrast objects, people, events using phrases or full sentences • Sort words or phrases, outline speech, list using graphic organizers • Interpret, summarize, or explain information from charts, graphs, and graphic organizers to produce oral or written phrases or sentences • Take notes, make predictions, hypotheses, etc. • Produce short stories, poetry, or structured reports with support • Role play characters or events in a play with some scripted scenes • Write journal entries, using full sentences • Fill in cloze exercises with a word bank • Present information as a list of bulleted items • No given extra time to complete the assessment • Discuss assessment with peers, proceeding to assessment alone • Permitted to approach the teacher frequently with questions during exams
• Provide opportunities to use language in communicative situations • Engage students in activities which focus on speech production and not grammatical form or accurate correctness • Provide the students opportunities to talk a food themselves • Structured group instruction • Guide use of reference materials • Provide more advanced literature • Ask students to create narratives • Introduce colloquialisms and idiomatic expressions • Provide for a variety of realistic writing • Publish student writing	• Paraphrase increasingly complex text • Produce original models, demonstrations, or exhibitions, after gaining assistance in organizing and planning complex language constructs and functions • Summarize and draw conclusions from speech and text • Compare charts, graphs, and tables • Interpret (define in written or oral form) graphic organizers • Discuss oral and comic books • Role play characters or events in a play or interview format with narrative fluency and confidence • Author poetry, fiction, and nonfiction, although with expected errors in register for the intended audience • Compare and contrast increasingly complex text

Formative Assessment Alternative Assessments based on Language Proficiency



Lunch (1 hr.)



Man On Fire



Man on Fire #1 - First Race.mp4



Man on Fire 2 - So what do I do-.mp4

Man On Fire: Thin - Pair - Share Clock Buddies

- What were the key moments in Creasy's attempt to help Pita?
- What made Creasy's analysis effective??



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)





What's New for eAssessment

Correlation of eAssessment to.....

- The Common Core Standards
- Arizona ELP Standards

FIX Website Changes

- <http://ngl.cengage.com/access>



Resource Websites

Search below to find your course-specific online learning materials. If you do not find the online companion resources you are looking for here, please use the search at the top of the page to find your product and its Companion Site link.

English Language Teaching (ELT)

- ▣ [Adult Education / Integrated Skills](#)
- ▣ [Dictionaries](#)
- ▣ [English for Business & Specific Purposes](#)
- ▣ [General English](#)
- ▣ [Grammar](#)
- ▣ [Reading](#)
- ▣ [Test Preparation & College Preparation](#)
- ▣ [Vocabulary & Idioms](#)

Grades PreK-12

- ▣ [Language & Literacy / ESL](#)
 - [National Geographic Reach](#)
 - [Inside ©2014](#)
 - [Inside, Legacy](#)
 - [Edge ©2014](#)
 - [Edge, Legacy](#)
 - [Avenues Online Lesson Planner](#)
 - [Avenues Leveled Book Finder](#)
 - [Avenues eAssessment](#)
 - [Milestones](#)
 - [Visions](#)
 - [High Point eAssessment](#)
 - [Inside the USA](#)



1 At the Beginning of the Year

Use the Language and Literacy Pretest to identify each student's language proficiency level and skills profile.



Administer the Pretest

REPORTS

B

1 2

I

2 3

A

4 5

Deliver Specialized Instruction

BEGINNING

Suggest a conclusion that students can draw, such as: *There is a lot to do in the park.* Have students find three photos in the photo-essay that support the conclusion.

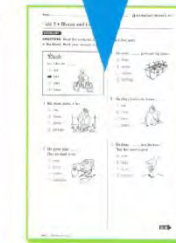
INTERMEDIATE

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

ADVANCED

Post: **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.

Administer the Unit Progress Tests



Unit Progress Tests

Administer the Posttest

REPORTS

B

1 2

I

2 3

A

4 5

3 At the End of Each Unit

Administer the **Beginning, Intermediate,** or **Advanced** form of the **Unit Progress Test** based on the student's language proficiency.

4 At the End of the Year

Administer the **Language and Literacy Posttest**. Compare results to the **Pretest** to determine growth in language proficiency and skills.



Deliver Specialized Instruction

B

1 2

BEGINNING

Suggest a conclusion that students can draw, such as: *There is a lot to do in the park.* Have students find three photos in the photo-essay that support the conclusion.

I

2 3

INTERMEDIATE

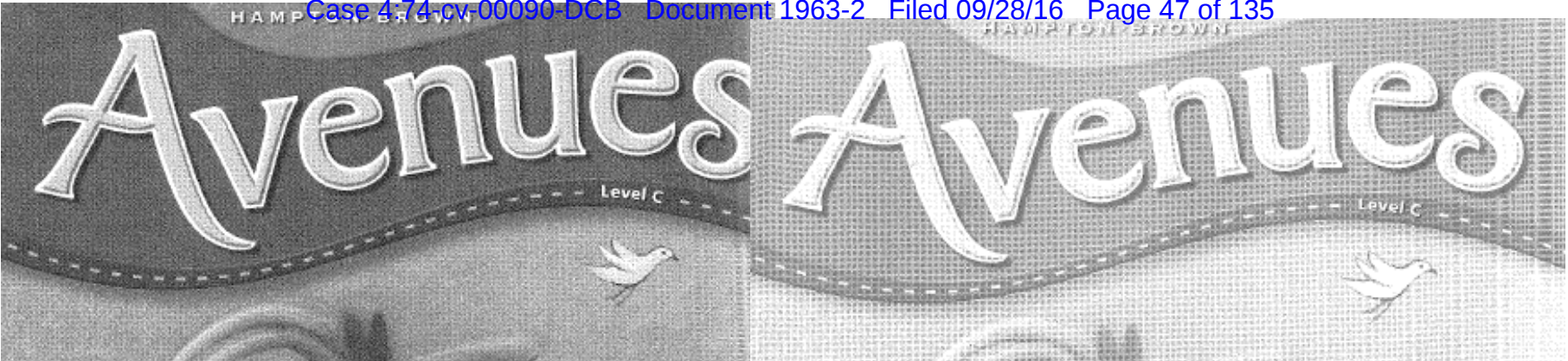
Have partners trade conclusions, then find examples to support their partner's conclusion. Have partners discuss how their own experience helped them draw conclusions.

A

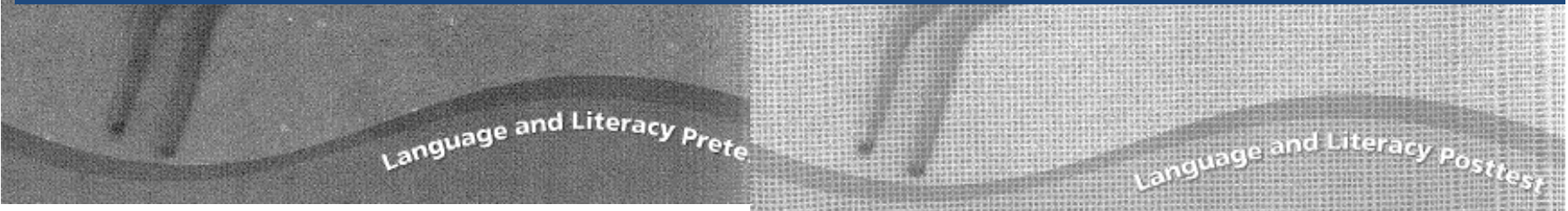
4 5

ADVANCED

Post: **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.



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



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

[Log Out](#) [My Account](#) [Resources](#) [Search](#) [Export](#)



Resources

Test and Teacher's Guide PDFs: Unit Progress Tests

Grade 1

- Unit 1 [Test](#) [TG](#)
- Unit 2 [Test](#) [TG](#)
- Unit 3 [Test](#) [TG](#)
- Unit 4 [Test](#) [TG](#)
- Unit 5 [Test](#) [TG](#)
- Unit 6 [Test](#) [TG](#)

Grade 2

Beginning

- Unit 1 [Test](#) [TG](#)
- Unit 2 [Test](#) [TG](#)
- Unit 3 [Test](#) [TG](#)
- Unit 4 [Test](#) [TG](#)
- Unit 5 [Test](#) [TG](#)
- Unit 6 [Test](#) [TG](#)

Intermediate

- Unit 1 [Test](#) [TG](#)
- Unit 2 [Test](#) [TG](#)
- Unit 3 [Test](#) [TG](#)
- Unit 4 [Test](#) [TG](#)
- Unit 5 [Test](#) [TG](#)
- Unit 6 [Test](#) [TG](#)

Advanced

- Unit 1 [Test](#) [TG](#)
- Unit 2 [Test](#) [TG](#)
- Unit 3 [Test](#) [TG](#)
- Unit 4 [Test](#) [TG](#)
- Unit 5 [Test](#) [TG](#)
- Unit 6 [Test](#) [TG](#)

Grade 3

Beginning

- Unit 1 [Test](#) [TG](#)
- Unit 2 [Test](#) [TG](#)
- Unit 3 [Test](#) [TG](#)
- Unit 4 [Test](#) [TG](#)
- Unit 5 [Test](#) [TG](#)
- Unit 6 [Test](#) [TG](#)
- Unit 7 [Test](#) [TG](#)
- Unit 8 [Test](#) [TG](#)

Intermediate

- Unit 1 [Test](#) [TG](#)
- Unit 2 [Test](#) [TG](#)
- Unit 3 [Test](#) [TG](#)
- Unit 4 [Test](#) [TG](#)
- Unit 5 [Test](#) [TG](#)
- Unit 6 [Test](#) [TG](#)
- Unit 7 [Test](#) [TG](#)
- Unit 8 [Test](#) [TG](#)

Advanced

- Unit 1 [Test](#) [TG](#)
- Unit 2 [Test](#) [TG](#)
- Unit 3 [Test](#) [TG](#)
- Unit 4 [Test](#) [TG](#)
- Unit 5 [Test](#) [TG](#)
- Unit 6 [Test](#) [TG](#)
- Unit 7 [Test](#) [TG](#)
- Unit 8 [Test](#) [TG](#)

Administer Unit Progress Test

Name _____

GRAMMAR

DIRECTIONS Look at the picture. Listen to the set with each answer. Choose the word that complete the sentence correctly. Mark your answer. (6 points)

Sample


Jana can play music.
_____ likes music.

A She
 B They
 C Them



6 Jana likes guitars.
Dad got that guitar for _____.

F her
 G she
 H him



Name _____ Date _____


VOCABULARY

DIRECTIONS Read each sentence. Choose the word that goes in the blank. Mark your answer. (3 points each)

Sample

Apples grow on _____.

A pets
 B keys
 C trees
 D houses



7 This is _____ i

A It
 B He
 C The

8 Dad go _____

F I
 G he
 H me


5 You go to a _____ to hear music.

A pool
 B farm
 C concert
 D restaurant



6 Guitars make low sounds and _____ sounds.

F up
 G red
 H left
 J high



Name _____ Date _____

VOCABULARY

DIRECTIONS Read each sentence. Choose the word that goes in the blank. Mark your answer. (3 points each)

Sample

Apples grow on _____.

A pets
 B keys
 C trees
 D houses

5 You go to a _____ to hear music.

A doctor
 B market
 C factory
 D concert

6 A guitar can make _____ sounds and low sounds.

F up
 G red
 H left
 J high

7 Amiri's favorite _____ is the piano.

A holiday
 B country
 C instrument
 D celebration

8 To find out how big something is, you _____ it.

F sign
 G help
 H strike
 J measure

Avenues Proficiency levels

Summary Information Gr 2 Level C Language and Literacy PRETEST

No. of Students	Average % Correct	Average Scale Score	Distribution by Language Proficiency Level View Proficiency Level Descriptions (PDF)
8	Total Test: 63% Vocabulary: 78% Grammar: 61% Comprehension / Critical Thinking: 51%	Total Test: 763	Level 1 13% Level 2 50% Level 3 25% Level 4 13% Level 5 0%

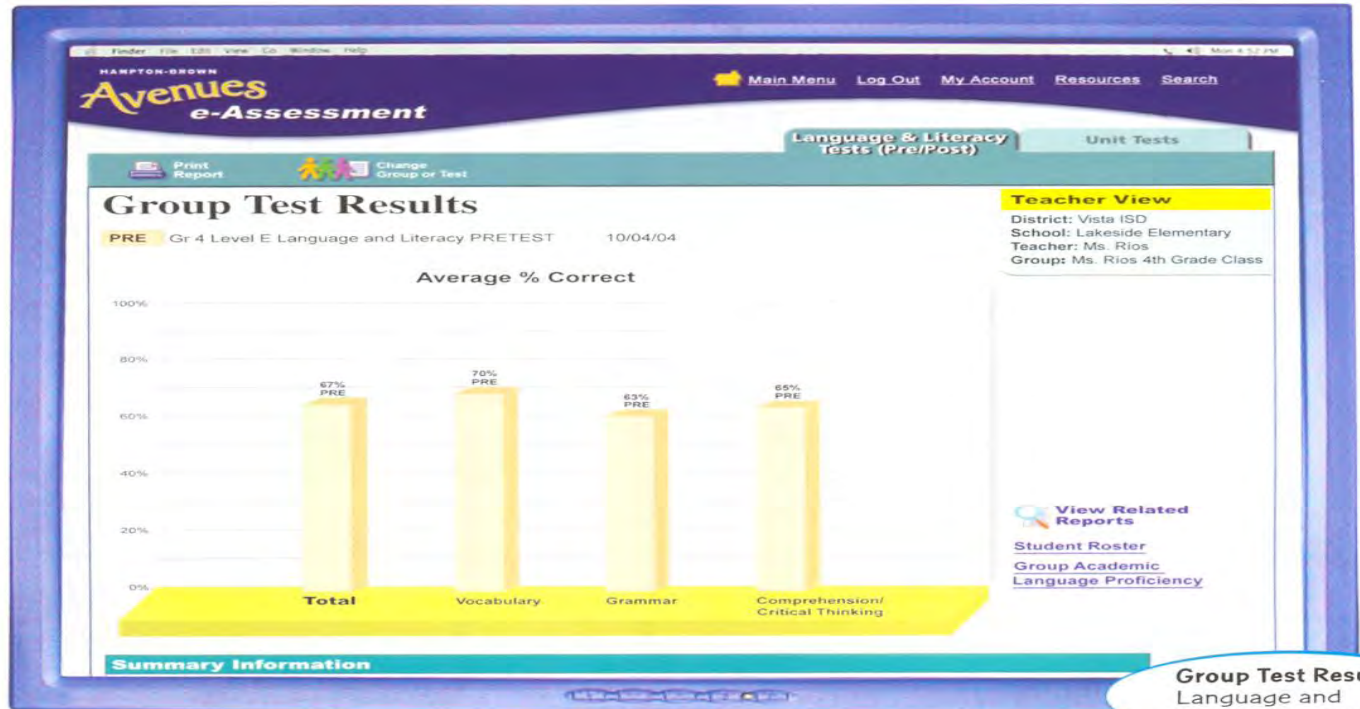
Student Information Gr 2 Level C Language and Literacy PRETEST

Student	% Correct	Scale Score	Academic Language Proficiency Level
[Redacted Student Names]	Total Test: 88%	Total Test: 850	Level 4
	Total Test: 72%	Total Test: 785	Level 3
	Total Test: 72%	Total Test: 785	Level 3
	Total Test: 66%	Total Test: 765	Level 2
	Total Test: 63%	Total Test: 763	Level 2
	Total Test: 56%	Total Test: 755	Level 2
	Total Test: 50%	Total Test: 740	Level 2
	Total Test: 34%	Total Test: 710	Level 1

Immediate Access to Online Reports

Avenues e-Assessment 1 2 3 4 5

- Tests can be scored by machine with data uploaded to a web site for ready access to a variety of useful reports
- Graphic reports make interpretation easy
- Links to reteaching lessons allow effective intervention
- Data can be aggregated to give administrators the big picture at the class, school, or district level.

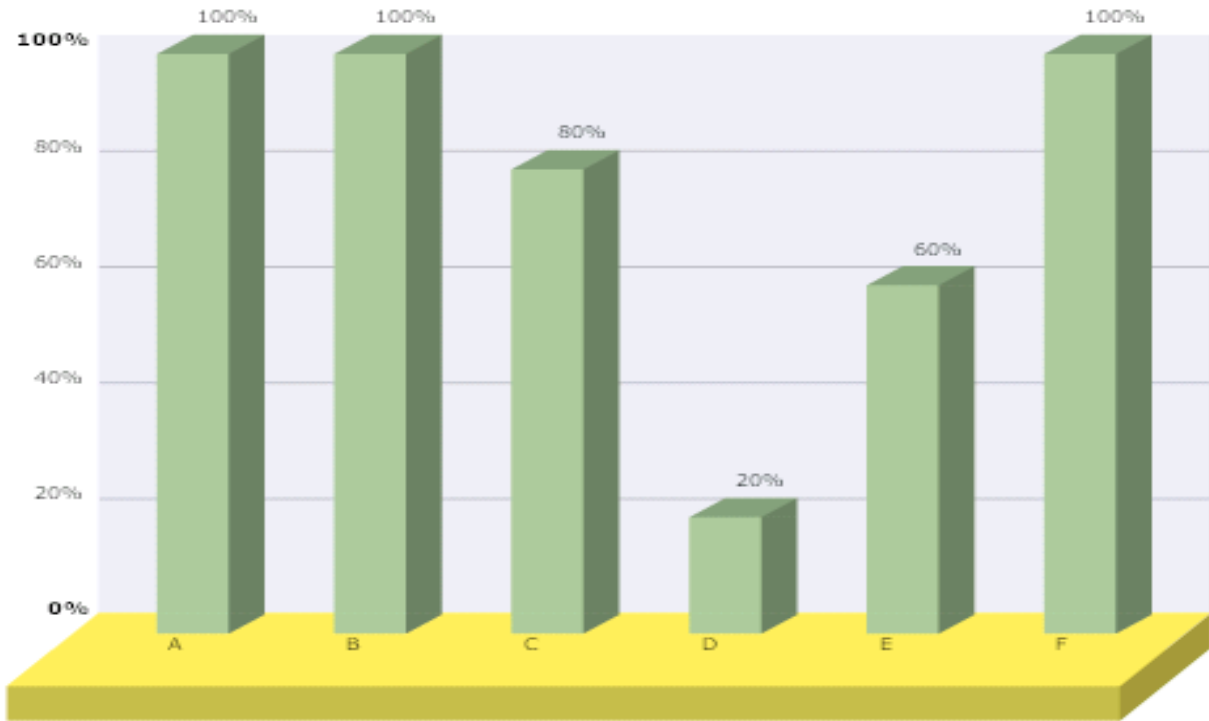


Group Test Results
Language and
Literacy Pretest

*See results by class,
school, or district.*

Group Skills Mastery

% of Students Showing Mastery



[View by School](#)



[View Related Reports](#)

[Group Writing Skills Mastery](#)

[Group Test Performance](#)

- A . Vocabulary: High Frequency Words
- B . Vocabulary: Key Words
- C . Grammar: Adjectives
- D . Grammar: Complete Sentences
- E . Comprehension / Critical Thinking: Analyze Story Elements (plot)
- F . Comprehension / Critical Thinking: Identify Sequence

Reteaching Options

Unmastered Skill	Test Form	Student	Prescription
Vocabulary High Frequency Words	INT	Cathy Joe Mary	Lesson: High Frequency Words Download Lesson (PDF) Practice Book: pages 6, 9, 17
Vocabulary Key Words	INT	Sanje Luis Patty	Lesson: Vocabulary Download Lesson (PDF) Practice Book: pages 8, 16
Grammar Nouns	INT	Diana Mary George	<i>English at Your Command!</i> : pages 246-247, 250; 325-326
Comprehension / Critical Thinking Draw Conclusions	INT	Luis George Steve	Lesson: Draw Conclusions Download Lesson (PDF) Practice Book: pages 14-15
Comprehension / Critical Thinking Make Comparisons	INT	Joe Mary	Lesson: Comparisons Download Lesson (PDF) Practice Book: page 13 V - 62, p. 52

Man On Fire



Man on Fire 3 - The gunshot holds no fear and training.mp4

Man On Fire: Thin - Pair - Share Clock Buddies

- After a solid analysis, what made Creasy's action plan Effective?



Sample Reteaching Lesson

Reteaching and Practice

Reteaching Key Vocabulary

Reteaching Routine

Group children who did not master the Key Vocabulary. Use the following routine, along with the **Picture Dictionary** at the end of the Student Book to reteach each Key Word. Then select from the Practice Options to reinforce learning. Match the practice to the child's proficiency level.

1 Find and Say the Word

Display the Picture Dictionary and say the word. Have children locate the word in their books and repeat it after you.

2 Teach the Meaning

Read aloud the context sentence. Then use the picture and labels to elaborate by restating the meaning and giving additional examples. For example, for the word *restaurant*, you might say: *You can eat in a restaurant. My favorite restaurant serves tacos. What do you order in a restaurant?*

3 Make Connections

Discuss with children when they might hear or use the word. For example, they might see the word *restaurant* on a sign or use the word when they talk with their families about going out to dinner.

4 Write and Remember

Have children record the word in a notebook. Ask them what they notice about its sounds and spelling. Then help them think of a way to remember the word. It may be a drawing, a sentence with the word, or a translation in their home language.

Practice Options

Listen and Sing

Materials Language Songs Big Book, Song CD

Have children listen as you play the song or chant several times. Invite children to join in. Then have them find each Key Word on the page and read the sentence. Intermediate and Advanced students can then use the word in a new sentence.

Tell a Story

Materials index cards

Write each Key Word on a separate card and distribute the cards. Use a silly or scary story-starter to begin telling a story. Then call on each child to add a sentence to the story that uses her or his Key Word.

Group Test Performance

Group Test Performance: Unit 3

Gr 2 Level C U3 Progress Test INT **INT** 02/11/2011

District View

District: Tucson USD

School Group: None Selected

School:

Average % Correct for Group

Total Test



Vocabulary



Grammar



Comprehension/Critical Thinking



[View Related Reports](#)

[Group Skills Mastery](#)

[Group Writing Test Performance](#)

Summary Information Gr 2 Level C U3 Progress Test INT

School	Test Form	No. of Students	Average % Correct			
All	INT	5	Total: 83%	Vocabulary: 96%	Grammar: 70%	Comprehension/ Writing: 83%

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-teaching



Gr 2 Level C U3 Progress Test INT

INT 02/11/2011

Individual Test Performance

% Correct

Total Test



Vocabulary



Grammar



Comprehension/Critical Thinking



[View Related Reports](#)

[Student Cumulative Test Performance](#)

[Student Writing Performance](#)

[Group Skills Mastery](#)

[Group Test Performance](#)

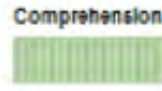
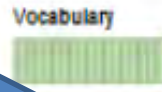
[Reteaching Options](#)

Skills Mastery Profile

<i>Avenues Skill</i>		Mastery	Reteaching
Vocabulary	Key Words	+	
Vocabulary	High Frequency Words	+	
Grammar	Adjectives	-	English at Your Command: pages 262-266; 330-331

Student Cumulative Test Performance

Gr 2 Level C U1 Progress Test	INT	10/23/2010
Gr 2 Level C U3 Progress Test	INT	02/11/2011
Gr 2 Level C U2 Progress Test	INT	02/11/2011
Gr 2 Level C U4 Progress Test	INT	04/19/2011
Gr 2 Level C U5 Progress Test	INT	05/26/2011



Total % Correct on Progress Tests



View Related Reports

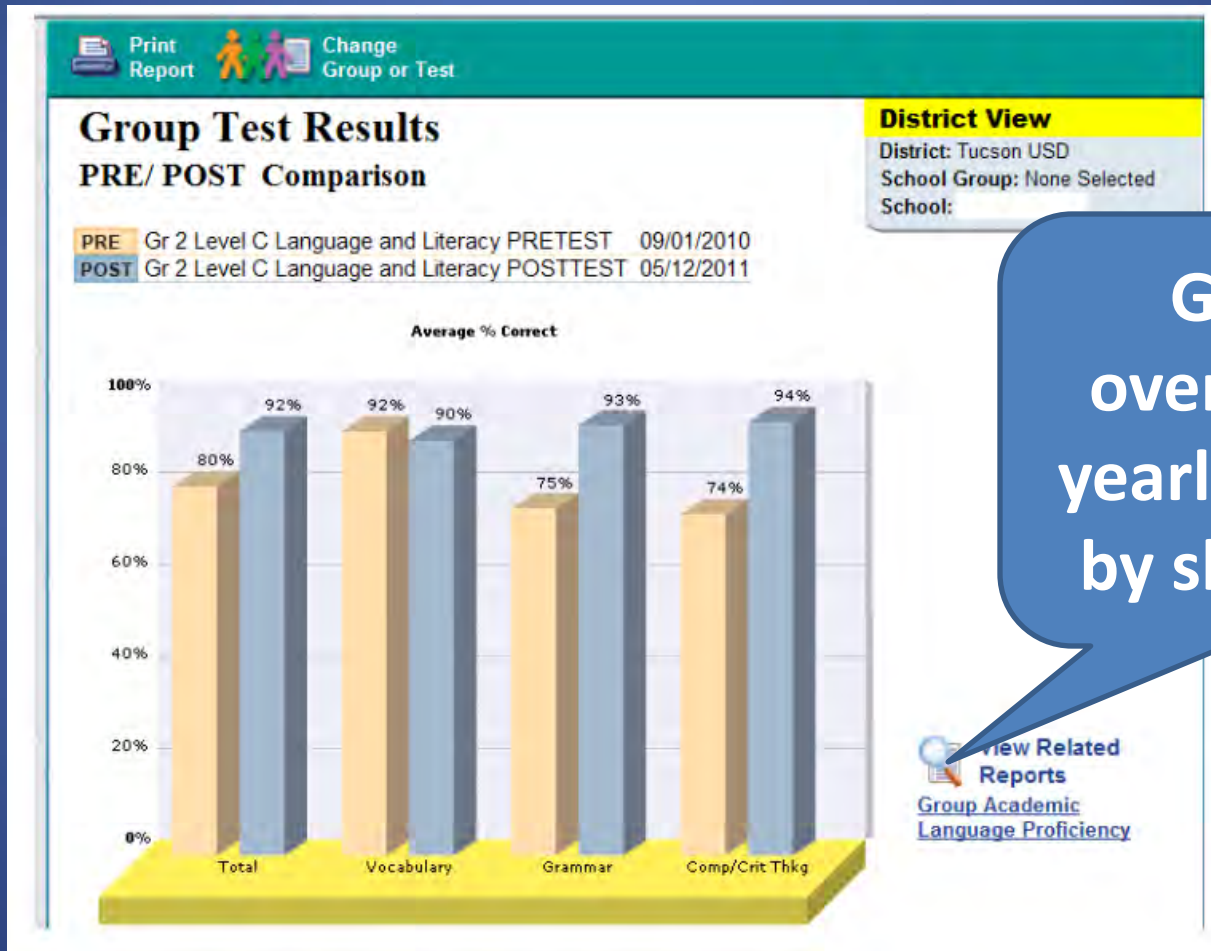
[Student Cumulative Revising and Editing Performance](#)

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

Scores for CAZARESGARCIA, JOSHUA							
	Test	Form	Date	Vocabulary	Grammar	Comprehension/ Critical Thinking	Total
Vocabulary	Gr 2 Level C U1 Progress Test	INT	10/23/2010	100%	60%	88%	87/100
Vocabulary	Gr 2 Level C U2 Progress Test	INT	02/11/2011	100%	80%	100%	96/100
Grammar	Gr 2 Level C U3 Progress Test	INT	02/11/2011	100%	80%	100%	94/100
	Gr 2 Level C U4 Progress Test	INT	04/19/2011	100%	100%	83%	94/100
	Gr 2 Level C U5 Progress Test	INT	05/26/2011	80%	100%	100%	91/100

Grammar	Complete Sentences	English at Your Command: names 238
---------	--------------------	------------------------------------

Pre/Post Test Results Comparison



Get an overview of yearly growth by skill area.



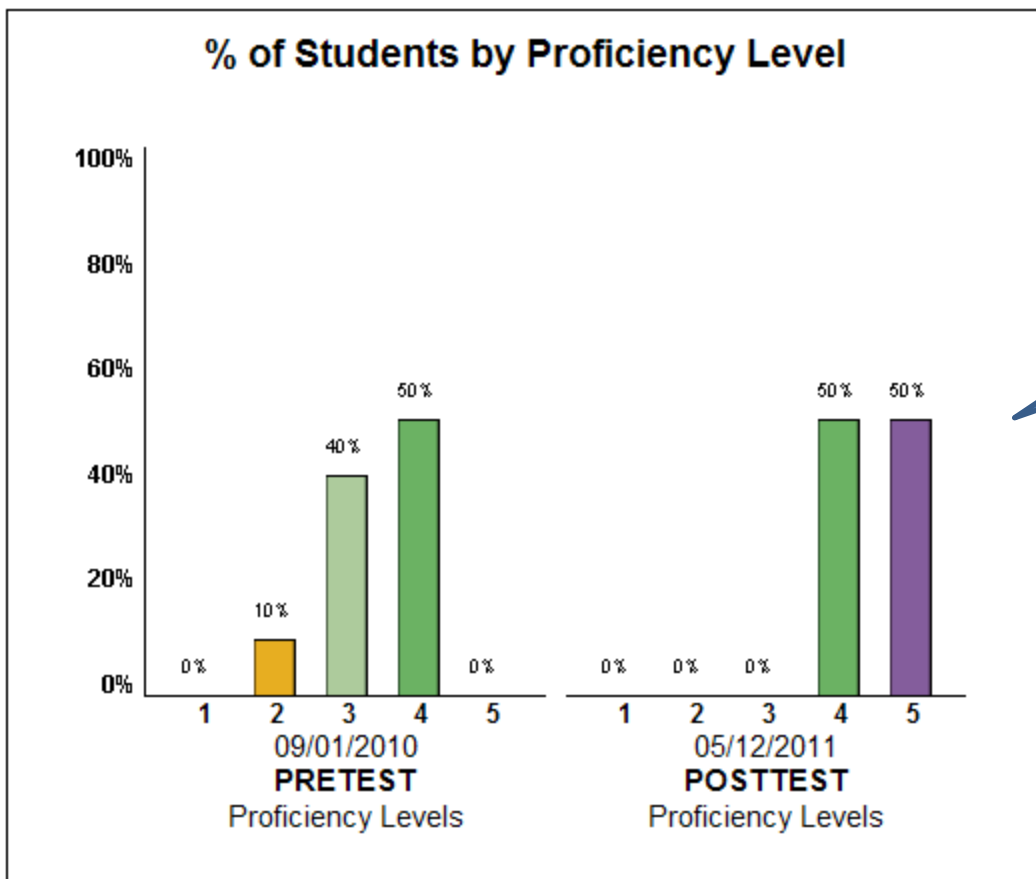
Pre/Post Language Proficiency Comparison

Academic Language Proficiency Comparison of PRE/POST Distributions

District View

District: Tucson USD
 School Group: None Selected
 School: [REDACTED]

PRE Gr 2 Level C Language and Literacy PRETEST 09/01/2010
POST Gr 2 Level C Language and Literacy POSTTEST 05/12/2011



Get an overview of yearly growth by proficiency level.

- [View Related Reports](#)
- [Group Test Results](#)
- [Group Oral Language Proficiency](#)
- [Group Written Language Proficiency](#)



- 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





Sharing e-Assessment Data Walls or Notebooks

Create mini data wall display or
Student data notebook sample

SMAPLES OF DATA WALLS

Reading

Goal: We will read and comprehend at or above level I by the end of first grade year.

Above Goal!						Reading Hall of Fame
+						
I						
H						
G						ABC's
F						Handwriting
E						Pre-writing
D						Kindergarten
-						Pre-kindergarten
	Beginning of Year	End of 1st Quarter	End of 2nd Quarter	End of 3rd Quarter	End of the Year	K A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Writing Goals

Use finger spaces.
I _ love _ my _ school.

Capital letters.
i → I

Period to end my sentences.
I went to the store .

Spelling
wen → when
tat → that

Sparkle words.
The dog ran **fast** as fast as a jet.

Add more details.
Who? What? When? Where? Why?

Our Planets by DATE OF YEAR



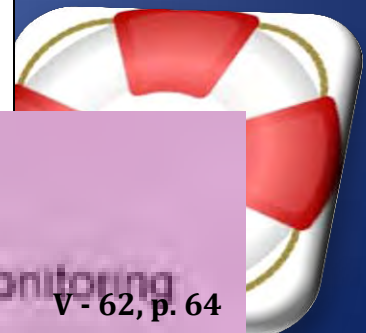
How do I keep track of all the DATA?

Student's Name: _____ 1st - 2nd Grade

SY ___ SPRING AZELLA TOTAL PLACEMENT: _____
READING _____ WRITING: _____ ORAL: _____
Focus area/skill:

e-Assessment Pretest Overall Placement: _____ Total % _____
Vocab. % _____ Grammar % _____
Reading/Critical Thinking% _____
Focus area/skill:

Unit 1 Overall Placement: _____ Total % _____
Vocab. % _____ Grammar % _____
Reading/Critical Thinking% _____
Focus area/skill:



3d Using Assessment in Instruction

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

Unit 2 Overall Placement: _____ Total % _____
Vocab. % _____ Grammar % _____
Reading/Critical Thinking% _____
Focus area/skill:

AZELLA WRITING

Spring 2015

PROFICIENT

INTERMEDIATE

BASIC

AZELLA ORAL

Spring 2015

PROFICIENT

INTERMEDIATE

BASIC



Avenues Level ____
 How did your students perform on ____?
 Explain. Based on your student performance, explain.

Summary Information Gr 2 Level C Language and Literacy PRETEST

No. of Students	Average % Correct	Average Scale Score	Distribution by Language Proficiency Level <small>View Proficiency Level Description</small>
9	Total Test: 74% Vocabulary: 87% Grammar: 68% Comprehension / <u>Critical Thinking</u> : 68%	Total Test: 785	Level 1 11% Level 2 11% Level 3 33% Level 4 44% Level 5 0%

Domain	
Vocabulary	
Grammar	
Comprehension/Critical Thinking	



Take time to Review Results

Data Talks





Grade Level _____

Date _____

Team Members:

Sample Graphic Organizer for Data Talks

Our Plan

Moving forward, we commit to...

Individual Student Report for Parents

September 28, 2011

Dear Parent or Guardian,

I am writing today to let you know about OSCAR's progress in school. Here are the results of a recent test that OSCAR took:

Test Results for: OSCAR [REDACTED]

Test: Gr 2 Level C Language and Literacy PRETEST

Test Date: 9/2/11

Score: 78%, Level 3

Please feel free to contact me at the school if you wish to discuss OSCAR's test results. I will be glad to give you more information about the test and how I am using the results to set instructional goals for OSCAR.

Sincerely,

Cathy Espinoza
Tucson USD

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

Log on to **hbavenuesvp.com**



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

HAMPTON-BROWN
Avenues
e-Assessment

Quick Check
Check your computer settings.

View Demo
View a program demonstration.

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

Welcome!

Username

Password

Log In

[Forgot your password?](#)

HAMPTON-BROWN

V - 62, p. 71

- OR Type in david.palomino@lyons
- password is password



Check Two data points from the

If you don't have data from last year
use the following:

Username: david.palomino@Lyons

Password: Password

Grade: 4

Window of time: SY 2010-11

August to May 2010-2011

Once Logged on ...

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



**Manage Groups
and View Tests**



View Reports Language & Literacy Tests (Pre/Post)
 Unit Tests

Go!



View Student Portfolios

Report Options

Choose Report Type

- Test Results Reports
- Language Proficiency Profiles
- Language Proficiency Gains Reports

Choose Test(s)

Grade 2

- Pretest
- Posttest
- Both

Including

- All students
- Only students who took both tests
(matched cases)

Choose School Year

2010-2011

Choose Test Window

From August 1

To January 17

Choose Group(s)

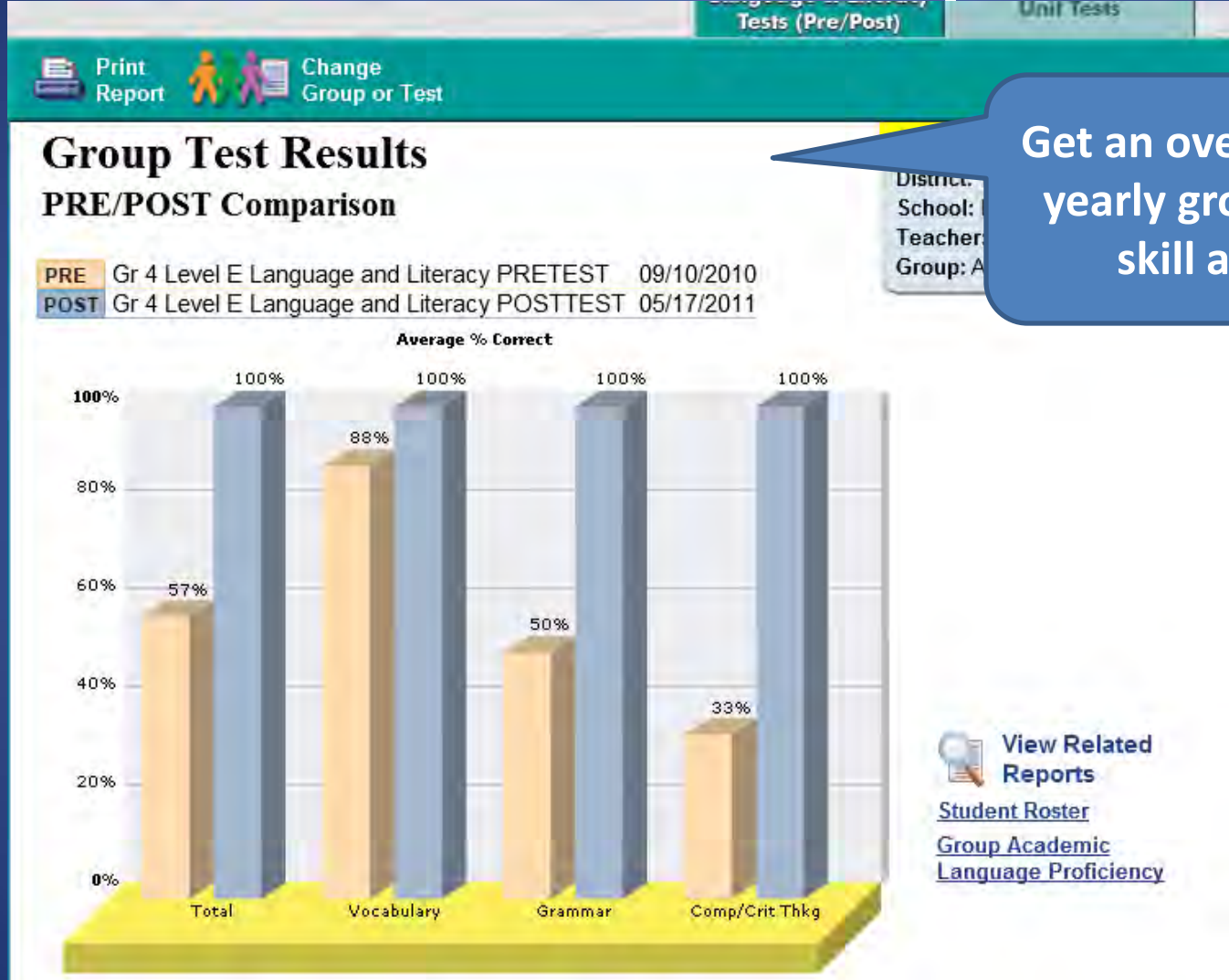
<< Select All >>
Grade 1
Grade 4 Beginning

Choose Student(s)

[Empty selection box]

Go!

Pre/Post Test Results Comparison



Get an overview of yearly growth by skill area.

[View Related Reports](#)
[Student Roster](#)
[Group Academic Language Proficiency](#)



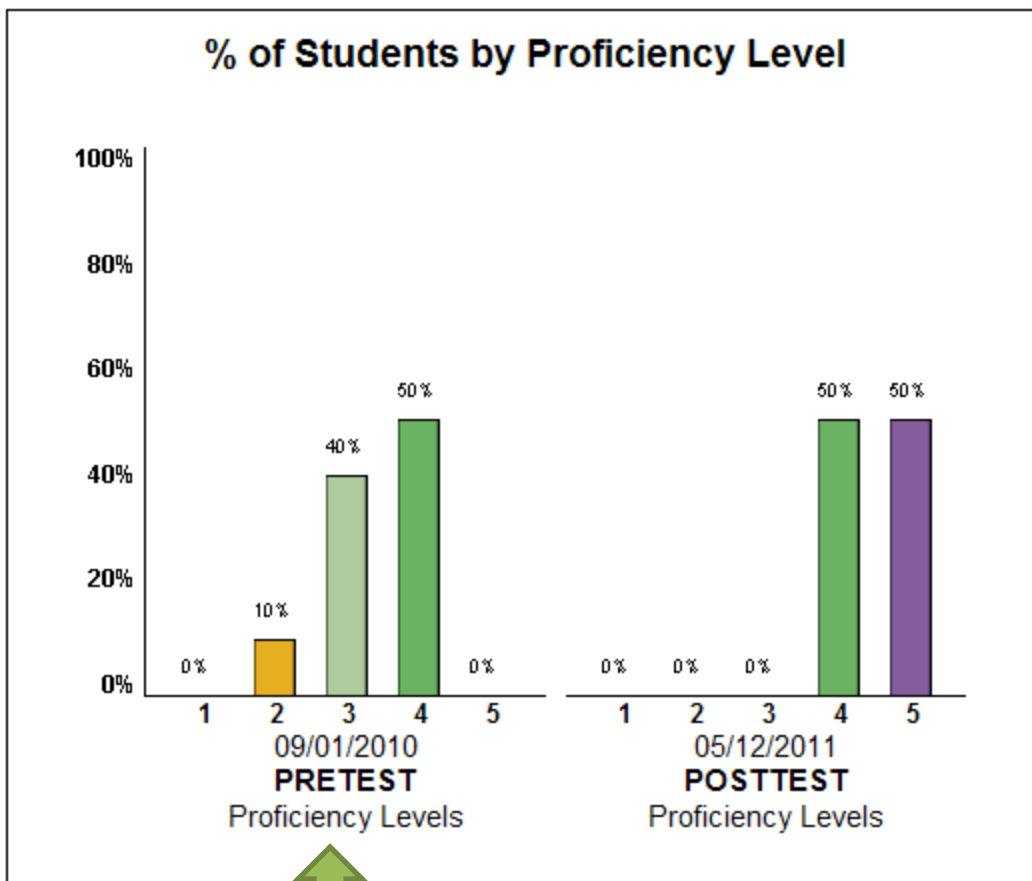
This is great evidence to show student growth for reports or evaluation artifacts

Academic Language Proficiency Comparison of PRE/POST Distributions

District View

District: Tucson USD
School Group: None Selected
School: [REDACTED]

PRE Gr 2 Level C Language and Literacy PRETEST 09/01/2010
POST Gr 2 Level C Language and Literacy POSTTEST 05/12/2011



Get an overview of yearly growth by proficiency level.

- [View Related Reports](#)
- [Group Test Results](#)
- [Group Oral Language Proficiency](#)
- [Group Written Language Proficiency](#)



**Compare
Literacy
Progress**

**Compare
Language
Proficiency
Progress**




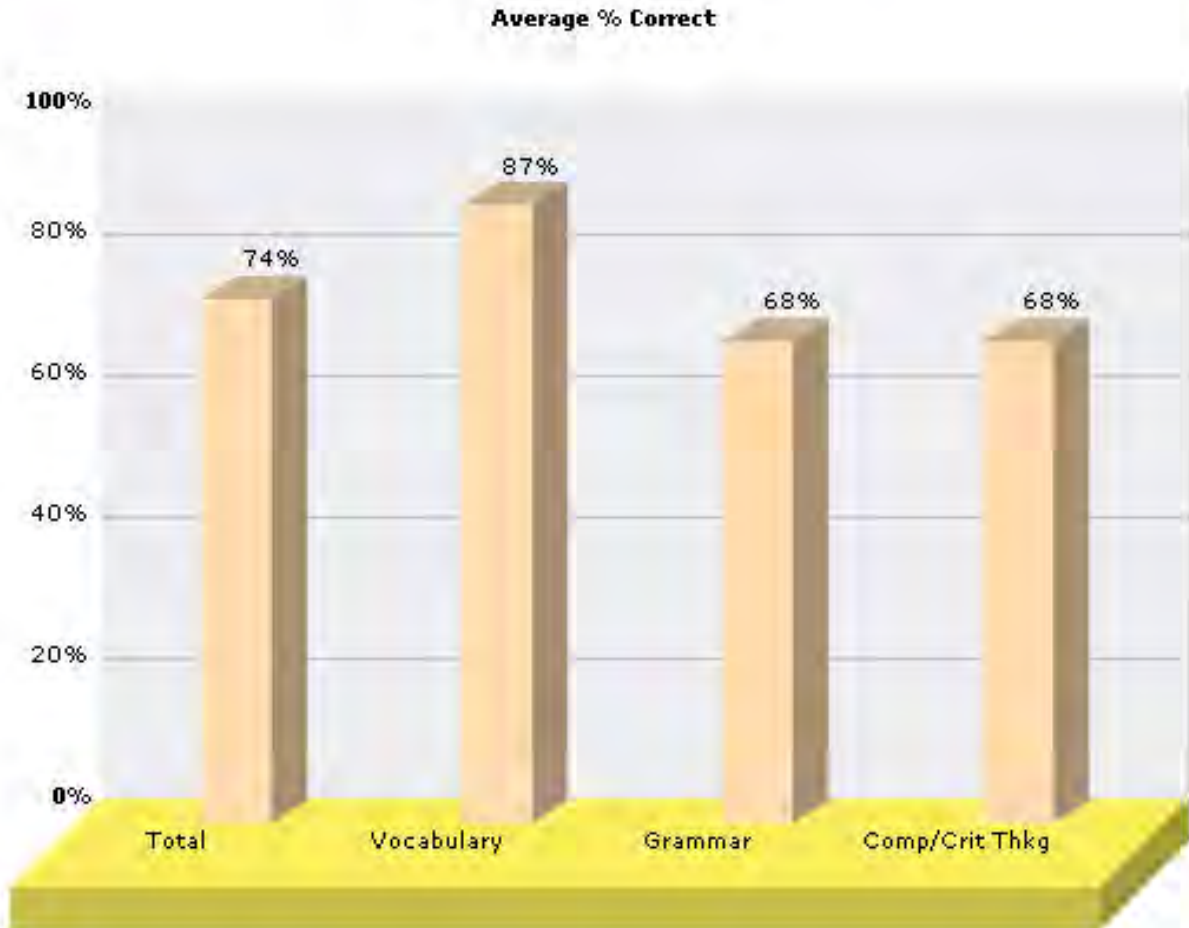
Test	Average % Correct	Average Scale Score	Distribution Proficiency View Proficiency
Gr 4 Level E Language and Literacy PRETEST	2 Total Test: 57% Vocabulary: 88% Grammar: 50% Comprehension / Critical Thinking: 33%	Total Test: 795	Level 1 0% Level 2 50% Level 3 50% Level 4 0% Level 5 0%
Gr 4 Level E Language and Literacy POSTTEST	1 Total Test: 100% Vocabulary: 100% Grammar: 100% Comprehension / Critical Thinking: 100%	Total Test: 960	Level 1 0% Level 2 0% Level 3 0% Level 4 0% Level 5 100%


Item Analysis Gr 4 Level E Language and Literacy PRETEST													
Item	Subtest	Avenues Skill	Group Response										% Correct
1	Vocabulary	Key Words	A	0	B	2	C	0	D	0	NR	0	100%
2	Vocabulary	Key Words	F	0	G	0	H	0	J	2	NR	0	100%
3	Vocabulary	Key Words	A	0	B	0	C	2	D	0	NR	0	100%
4	Vocabulary	Key Words	F	2	G	0	H	0	J	0	NR	0	100%
5	Vocabulary	Key Words	A	2	B	0	C	0	D	0	NR	0	100%
6	Vocabulary	Key Words	F	0	G	0	H	0	J	2	NR	0	100%
7	Vocabulary	Key Words	A	0	B	2	C	0	D	0	NR	0	100%
8	Vocabulary	Key Words	F	0	G	0	H	0	J	2	NR	0	100%
9	Vocabulary	Key Words	A	0	B	2	C	0	D	0	NR	0	100%

Explore sidebar tabs...

PRE Gr 2 Level C Language and Literacy PRETEST 10/04/2013

School:
Teacher:
Group: All



 **View Related Reports**
[Student Roster](#)
[Group Academic](#)
[Language Proficiency](#)



Writing Assessments

How do I enter rubric scores?

Enter Writing Scores

Remember -writing is assessed at grades 1-5 on the pre and post test and at the advanced level on each unit test

Welcome
Angela Zuni,
Tucson USD

Angela Zuniga, School Administrator
Tucson USD, Grijalva Elementary



**Manage Groups
and View Tests**



View Reports

My Groups

add holistic scores, choose a group and click the View Tests icon.

Choose One	Teacher Name ▼	Group Name ▼	Edit Group	View Students	View Tests
<input type="radio"/>	Meza, Rosalva	Grade 2 Intermediate			
<input type="radio"/>	Meza, Rosalva	Grade 2 Pre/Posttest			
<input type="radio"/>	Zuniga, Angela	Grade 3 Beginning			
<input type="radio"/>	Zuniga, Angela	Grade 3 Intermediate			
<input checked="" type="radio"/>	Zuniga, Angela	Grade 3 Pre/Posttest			
<input type="radio"/>	Zuniga, Angela	Grade 4 Advanced	V - 62, p. 81		

WRITTEN COMPOSITION

Read aloud the prompt and writing checklist. Provide time for children to plan and write their compositions.

Good Writing Traits Rubric

Scale	Focus and Coherence	Organization	Development of Ideas	Voice	Written Conventions
4	Related Ideas <input type="checkbox"/> Paragraphs and the writing as a whole are focused. Completeness <input type="checkbox"/> The writing feels complete. It has a beginning, relevant details, and a conclusion.	Structure <input type="checkbox"/> The organizing strategy is well-suited to the writer's purpose. Progression of Ideas <input type="checkbox"/> Ideas flow logically and smoothly, with meaningful transitions.	Content Quality <input type="checkbox"/> The writer takes a risk and treats the topic in an interesting way, with insight and thoughtfulness. Elaboration <input type="checkbox"/> Ideas are developed in depth.	Individuality <input type="checkbox"/> The writing sounds genuine and unique. Word Choice <input type="checkbox"/> Words and phrases are interesting and appropriate to the writer's purpose and audience.	Grammar, Usage, Mechanics, and Spelling <input type="checkbox"/> There are only a few errors. Sentence Fluency <input type="checkbox"/> Sentences are varied and effective.
3	Related Ideas <input type="checkbox"/> Paragraphs and the writing as a whole are mostly focused, but there are a few sudden shifts. Completeness <input type="checkbox"/> The writing feels complete. It has a beginning, mostly relevant details, and a conclusion.	Structure <input type="checkbox"/> The organizing strategy is generally suited to the writer's purpose. Progression of Ideas <input type="checkbox"/> Most ideas flow logically and smoothly, but there are a few gaps.	Content Quality <input type="checkbox"/> The writer does not take much of a risk, but does treat the topic in a thoughtful way. Elaboration <input type="checkbox"/> Ideas are somewhat developed.	Individuality <input type="checkbox"/> For the most part, the writing sounds genuine and unique. Word Choice <input type="checkbox"/> Words and phrases are mostly interesting and appropriate to the writer's purpose and audience.	Grammar, Usage, Mechanics, and Spelling <input type="checkbox"/> Errors are minor and/or infrequent. Sentence Fluency <input type="checkbox"/> There is some sentence variety. Sentences are generally effective.
2	Related Ideas <input type="checkbox"/> There are a number of sudden shifts between ideas. Completeness <input type="checkbox"/> The writing feels somewhat incomplete. It is missing a beginning and/or an ending. Important details seem to be missing.	Structure <input type="checkbox"/> There is an organizing strategy, but it does not suit the writer's purpose. Progression of Ideas <input type="checkbox"/> There are breaks in logic and very few transitions.	Content Quality <input type="checkbox"/> The topic is covered, but in an uninteresting way. Elaboration <input type="checkbox"/> Ideas are listed or mentioned superficially.	Individuality <input type="checkbox"/> A few passages sound genuine and unique. Word Choice <input type="checkbox"/> Words and phrases are somewhat interesting and appropriate to the writer's purpose and audience.	Grammar, Usage, Mechanics, and Spelling <input type="checkbox"/> Errors are frequent, but the meaning is clear. Sentence Fluency <input type="checkbox"/> Sentences are somewhat awkward and have missing words.
1	Related Ideas <input type="checkbox"/> The writing is not focused. Completeness <input type="checkbox"/> There is no sense of completeness.	Structure <input type="checkbox"/> No organizing strategy is evident. Progression of Ideas <input type="checkbox"/> Writing is illogical, wordy, and/or repetitious.	Content Quality <input type="checkbox"/> The writing is uninteresting. Elaboration <input type="checkbox"/> There is little or no development of ideas.	Individuality <input type="checkbox"/> There is little or no sense of the writer. Word Choice <input type="checkbox"/> Words and phrases are not appropriate to the writer's purpose or audience.	Grammar, Usage, Mechanics, and Spelling <input type="checkbox"/> Errors are severe and/or frequent and are a barrier to understanding. Sentence Fluency <input type="checkbox"/> Sentences are awkward and have missing words.

UNIT TEST RUBRIC

Written Composition Rubric

DIRECTIONS Record the student's name and test date. Use the rubric to evaluate the written composition. Check the box in each row that most closely describes the student's writing. Refer to the Anchor Papers on pages 22-31 for examples of student writing at each level. Then review the boxes checked and record the overall rating. To track student progress, transfer the overall rating to the Student Profile for Pretest/Posttest. Attach this form to the Student Profile.

OVERALL RATING		
<input type="checkbox"/> Level 1	<input type="checkbox"/> Level 2	<input type="checkbox"/> Level 3
<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5	<input type="checkbox"/> Level 6

WRITING	BEGINNING	INTERMEDIATE	ADVANCED
Vocabulary and Usage	<input type="checkbox"/> Level 1 Uses single words or phrases, including non-English words <input type="checkbox"/> Level 2 Uses simple sentences Makes frequent word order and/or usage errors Includes many non-English words and/or phrases	<input type="checkbox"/> Level 3 Uses expanded sentences Makes several errors in word order and/or usage May include several non-English words or phrases <input type="checkbox"/> Level 4 Uses expanded sentences with more complex structures Makes some errors in word order and/or usage May include some non-English words and/or phrases	<input type="checkbox"/> Level 5 Uses a variety of sentence lengths and structures Makes word order and/or usage errors comparable to those of native-English-speaking peers May include an occasional non-English word
Organization	<input type="checkbox"/> Level 1 Does not address the topic Presents no discernible ideas <input type="checkbox"/> Level 2 Addresses the topic, but does not organize the writing Does not express ideas clearly	<input type="checkbox"/> Level 3 Shows some evidence of a progression of ideas Makes some connection between ideas <input type="checkbox"/> Level 4 Attempts to organize writing, but may include some digressions Expresses ideas clearly	<input type="checkbox"/> Level 5 Organizes writing into effective paragraphs Connects ideas logically with meaningful transitions comparable to the work of native-English-speaking peers
Written Conventions	<input type="checkbox"/> Level 1 Shows little understanding of English spelling, capitalization, and/or punctuation <input type="checkbox"/> Level 2 Makes frequent errors in spelling, capitalization, and/or punctuation that interfere with meaning	<input type="checkbox"/> Level 3 Makes several errors in spelling, capitalization, and/or punctuation that interfere with meaning <input type="checkbox"/> Level 4 Makes some errors in spelling, capitalization, and/or punctuation that interfere with meaning	<input type="checkbox"/> Level 5 Makes no errors in spelling, capitalization, or punctuation that interfere with meaning



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

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?



Man On Fire



Man on Fire 4 - Swim Meet.mp4

What is your Navigational Course
for
your 2015-2016 School Year?





Navigational Course

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...





For Additional Questions contact:

**THE LANGUAGE
ACQUISITION DEPARTMENT
225-4600**



Thank you for attending!!

For Additional Questions contact:

The Language Acquisition

Department

225-4600

Have a Wonderful Summer!

