

Assessing Young Learners

A photograph of two young girls in a classroom setting. They are looking at a globe on a desk. The girl on the left is wearing a red shirt and the girl on the right is wearing a pink sweater. In the background, another girl is visible, and there are windows and educational posters on the wall.

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Poll

- How do **you** feel when someone says *“assessment”*?
- How do **your students** feel?



Why do we assess learners?



Purposes for Assessments

- Place students
- Monitor students' performance/achievement
- Identify students needing special support
- Measure & report student progress
- Monitor teacher effectiveness & indicate need for instructional modifications



(Shin & Crandall, 2014)

Guidelines for Assessing Young Learners

- Mirror learning
- Contribute to learning
- Motivate learners and build confidence
- Include a variety of techniques
- Allow all learners to experience success
- Be contextualized and relevant
- Take place over time



Traditional Vs. Alternative

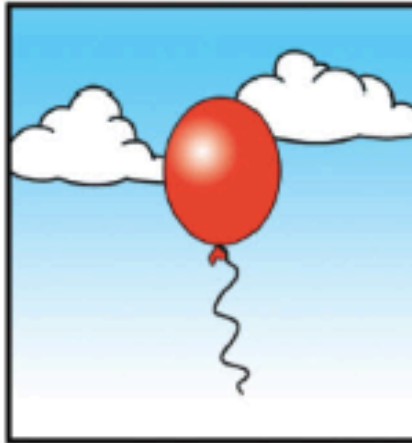
Traditional

- Formal tests
 - *diagnostic*
 - *placement*
 - *achievement*
 - *proficiency*
- Traditional items
 - *multiple choice*
 - *matching*
 - *fill-in-the-blank*
 - *true-false*

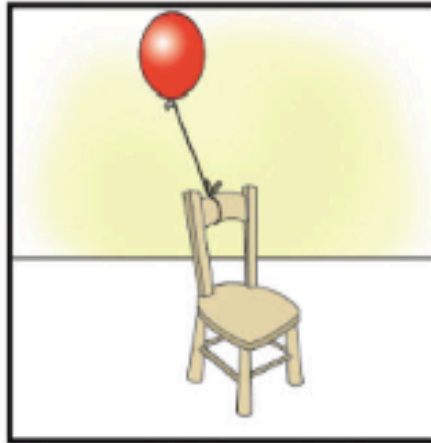
Alternative

- Observations
- Conferences and oral interviews
- Story or text retellings
- Writing samples
- Projects
- Portfolios
- Other performances
- Self- or peer-assessments

TOEFL Primary Listening Test



(A)



(B)



(C)

Script

Number 1

Man The balloon is in the sky.

Cambridge YLE Starters

Listening Test

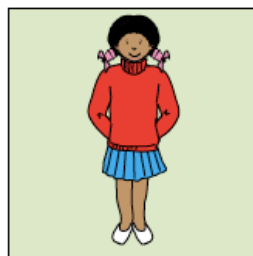
1 Which is May?



A

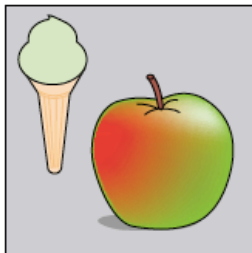


B

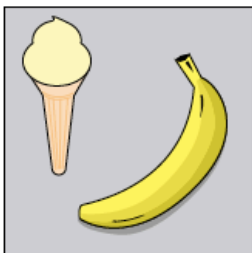


C

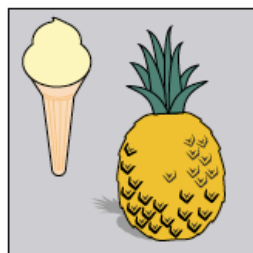
2 Which is Nick's favourite ice-cream?



A



B



C

This is what you hear ...

One

Boy: Where's May, Mum?
 Woman: Is that her, wearing trousers?
 Boy: No, she's wearing a skirt.
 Woman: Oh yes, and a T-shirt. She looks great.

Two

Girl: Is that an apple ice-cream, Nick?
 Boy: No, it's pineapple.
 Girl: Is that your favourite?
 Boy: No. My favourite's banana.

Our World

9

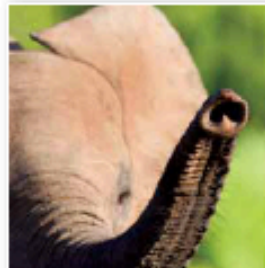
Listen and say. Fill in T for True or F for False. TR: xx



sharp claws



short tail



long trunk



big teeth



colorful
feathers

1. Crocodiles have colorful feathers. T F
2. Elephants have long trunks. T F
3. Pandas have sharp claws. T F
4. Monkeys have short tails. T F
5. Lions have sharp teeth. T F

- Traditional assessments:
Assessments OF Learning
- Alternative assessments:
Assessments FOR Learning

Alternative Assessment

- We “assess” our learners all the time, when we:
- Notice some students are having difficulty with a task
 - Notice some students who have mastered some aspect
 - Notice that we, as teachers, need to change something about our assignments or explanations – to add something or to simplify how we present it

Types of Alternative Assessments

- Observations
- Conferences and oral interviews
- Story or text retellings
- Writing samples
- Projects
- Portfolios
- Other performances
- Self- or peer-assessments

Poll

Which “**alternative assessments**” do you use?

- Observations (of students working in groups)
- Conferences (with individual students)
- Writing samples
- Projects
- Self- or Peer-assessment

Rating Alternative Assessments

- Brief feedback
- Checklists
- Observation notes
- Rubrics

Brief Feedback

Classroom assignments such as filling in a graphic organizer can be scored by a three-part system:

- + For excellent work
- For acceptable work
- For work that needs improvement

Brief statements such as “Good job” or “Great, but you need work here” will individualize the assessment.

Brief Feedback

WEEK-END NEWS

Name Nicole Tapp Date Mon. Nov. 29 2000

Effect Great! News

Melissa



cloze

My sister Melissa came home on Friday. She left on Sunday. She is coming back on Tuesday. It will be fun when she comes back.

Checklists

- Provide a simple way to keep a record of students' performance in class
- Can keep track of all students' ability to achieve one objective
- Can be based on individual student's progress on multiple objectives
- Can be a good way to record observations



Checklist by Function

Task	Date/Rating	Date/Rating	Date/Rating
Describes things			
Answers questions			
Expresses likes/dislikes			
Uses greetings and farewells			

Individual Student Checklist

Student name: _____

1 = Exceeds objective

2 = Meets objective

3 = Needs improvement

4 = Does not meet objective

Objective/skill	Score/Date	Score/Date	Score/Date	Score/Date
Responds to Y/N questions	3 10/3	2 12/4	1 2/14	
Responds to Wh-questions	4 10/3	3 12/4	2 2/14	
Participates in chants & songs	1 10/3	1 12/4	1 2/14	
Interacts with other students in English	4 10/3	3 12/4	3 2/14	

Individual Can-Do Checklist

Name: Rosa Example Term: Fall 2012 Theme: My favorite animal	Yes/ No	Comments (When? Where? How well?)
Can name 15 different animals	Yes	8/30 Listen, point & say on pp. 98-99. Correctly pointed and said animal names out loud.
Can name favorite animal		
Can describe the colors of the animal		
Can draw and copy name of favorite animal		
Can ask someone about their favorite animal		
Can say what an animal can do (e.g. climb, fly, hop, jump, run, swim, swing, walk, etc.)		
Can tell a story about their animal, with help of a paper model and pictures		

Pre-K Assessment Form

1=All of the time

2=Improving on this skill (w/h=with help)

3=Needs more time

PHONICS/READING READINESS

- Interested in letters _____
- Can recognize own name _____
- Knows first and last name. _____
- Sings songs and does finger plays and rhymes. _____
- Likes stories and books. _____
- Enjoys being read to. _____
- Understands that reading is down from left to right and is able to turn the pages for you in the right direction. _____
- Points to pictures in the book when asked questions about the pictures. ("Where is the dog?"... "the blue ball?" etc.) _____
- Can say the alphabet without singing it. _____
- Memorizes several short poems, (nursery rhymes). _____

Writing Checklist

WRITING CHECKLIST

M = Most of the time

S = Sometimes

N = Almost Never

Student name: _____

Task	Date	Rating	Date	Rating	Date	Rating
Copies name	10/5	S	12/2	M		
Copies words from board	10/5	N	12/2	S	1/4	M
Fills gaps with words	12/2	S	1/4	S	2/14	M
Writes using pictures/symbols/letters	10/5	S	12/2	M		
Writes name correctly independently	10/5	N	12/2	S	1/4	M

Name Writing

This is how I write my name:

September 2007

This is how I write my name:

December 2007

This is how I write my name:

February 2008

Name Writing Checklist

Name Writing Checklist

Child:	Writes name correctly	Writes name using all uppercase	Writes some letters of name	Writes using letter-like symbols	Writes using linear repetitive writing or scribbles

Holistic Writing Rubric

Holistic Writing Rubric	
Points	Descriptor
9–10	Communicates all the requested information. Grammar, vocabulary, and mechanics do not interfere with the message.
7–8	Communicates the requested information. Mistakes in grammar, vocabulary, and mechanics slightly interfere with getting the message across.
5–6	Communicate most of the requested information. Mistakes make the message hard to understand.
3–4	Much of the requested information is not included. Mistakes hinder comprehension.
1–2	Attempts at expressing ideas in writing are unsuccessful.

Kid-Friendly Rubric



Analytic Rubric

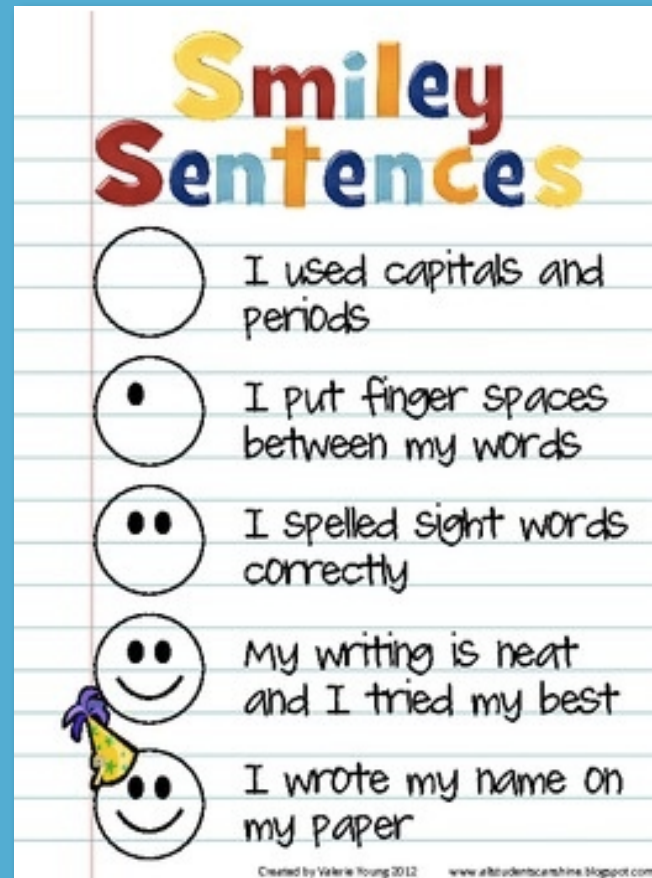
Narrative Writing	Possible Points	Score
1. 3 complete sentences	9	
2. Spelling understandable	2	
3. Capitals at the beginning of sentences, "I", proper nouns	2	
4. Periods, exclamation marks and question marks	2	
5. Spacing between words	2	
6. Descriptive language	3	
Total	20	

RUBRIC FOR WRITING SKILLS

WRITING	SCORES		
	0	1	2
Accuracy	Student was unable to use target form(s).	Student was able to use target form(s) successfully some of the time.	Student was able to use target form(s) successfully most of the time.
Communication	Student demonstrates little or no focus on the topic, and ideas are not clearly connected.	Student provides some focus on the topic, and some ideas are clearly connected.	Student maintains consistent focus on the topic, and ideas are clearly connected.

ADAPTED FROM YOUNG STUDENTS PROGRAM, ICPNA, LIMA, PERU

Kid-Friendly Rubric



Portfolios

A portfolio is a purposeful collection of student work that provides a picture of a learner's "efforts, progress, and achievement" over time.

(Paulson, Paulson, & Meyer, 1991)

Portfolios: Formative Assessment

Learners can:

- Present their portfolios to parents to demonstrate their progress
- Select an item they are particularly proud of to present to small group of peers
- Comment on items in the portfolio (as a form of self-assessment by older learners)

‘Showcase Portfolios:’ Summative Assessment

Summative portfolios:

- Include the best work of the learner, decided by the learner with the guidance of the teacher
- Provide a full representation of a learner’s language abilities
- Can be passed on to the teacher at the next level for valuable information on student progress

Poll

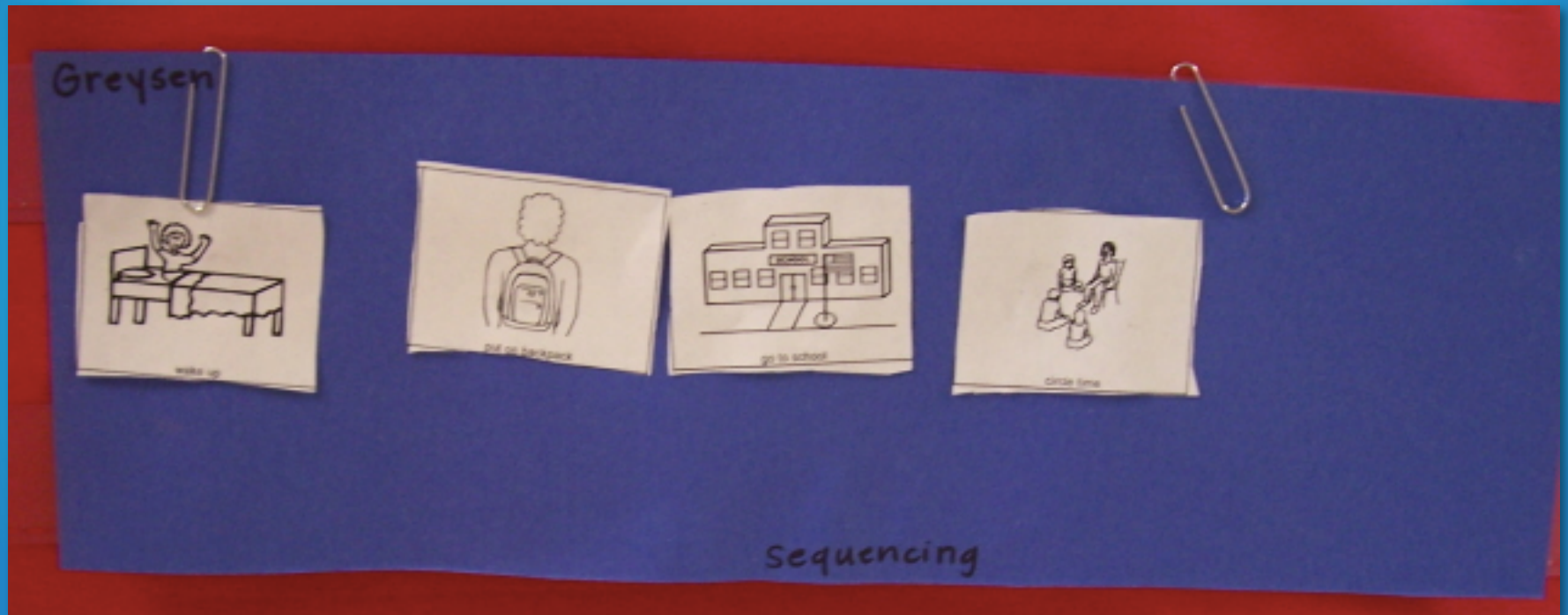
What student work could you have students save in their portfolios?

Portfolios Contents

- Drawings
- Writings
- Posters
- Craft items
- Quizzes and tests
- Photographs of projects
- Recordings
- Videos of role plays


See examples: <http://prekinders.com/literacy-portfolios/#ixzz252Yy9pSX>

Sequencing



Writing Samples

rebecca
I am in
the car
you are
so by the
way



Hand-drawn symbols and letters including 'N', 'U', 'I', 'T', 'O', and 'H'.

balloon I love you
sun
bag
North pole
hay

Write the Room

Shawn

Do you like

Lil' Bratz ?

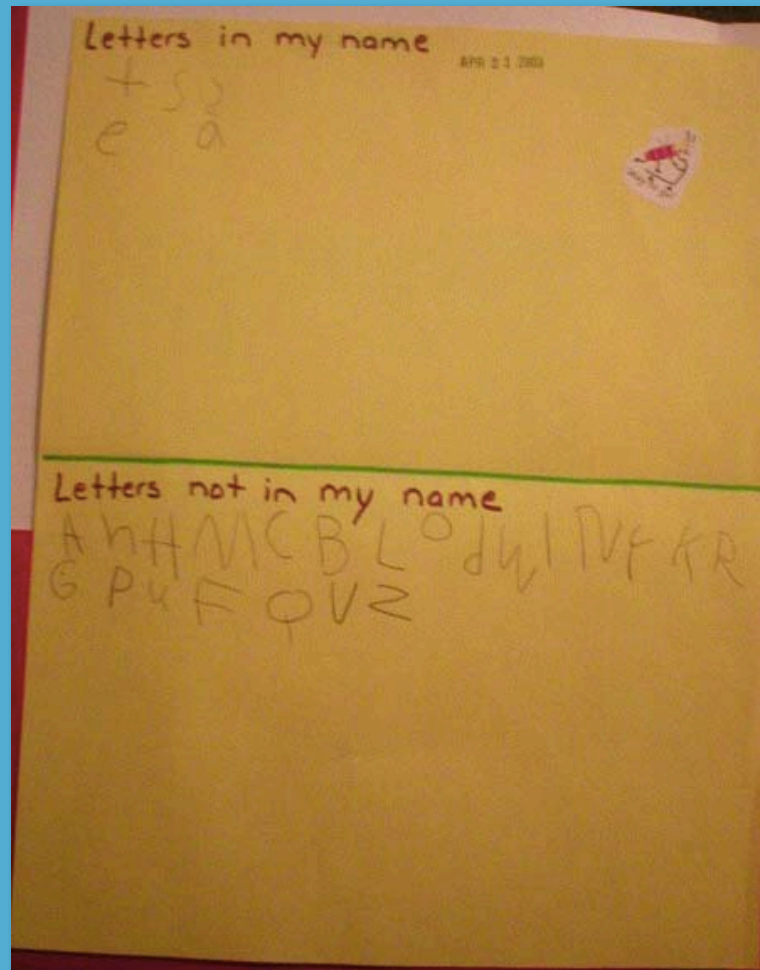
<u>yes</u>	<u>no</u>
V A M 2 TO COA hoom:	✓

Do you like

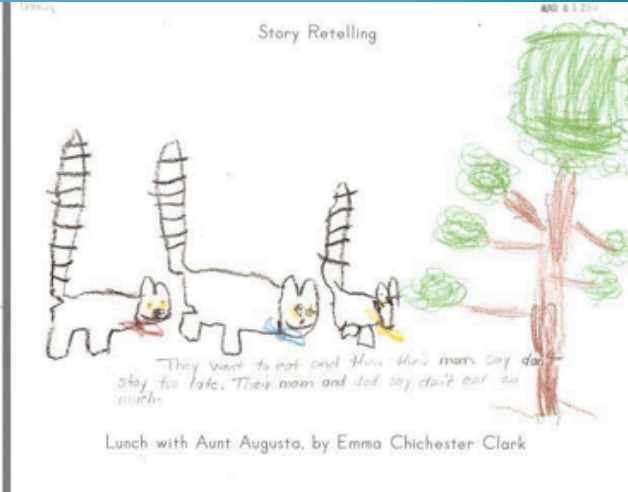
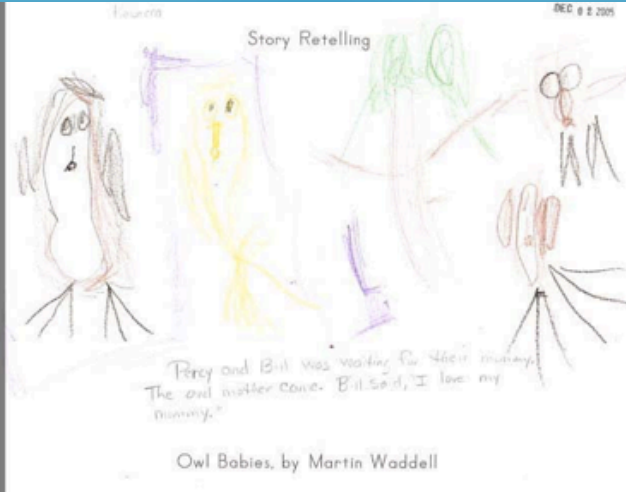
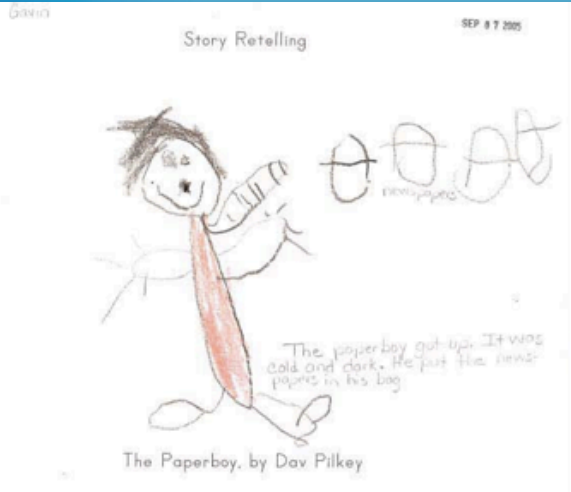
to play at Chucky Cheese ^{Yvonne} ?

<u>yes</u>	<u>no</u>
Arianna Rebecca Gavin Shawn TOMMY Cannon Jonathan	Ms. Cox Mrs. Pitts Matteo

Letter Identification



Story Retelling



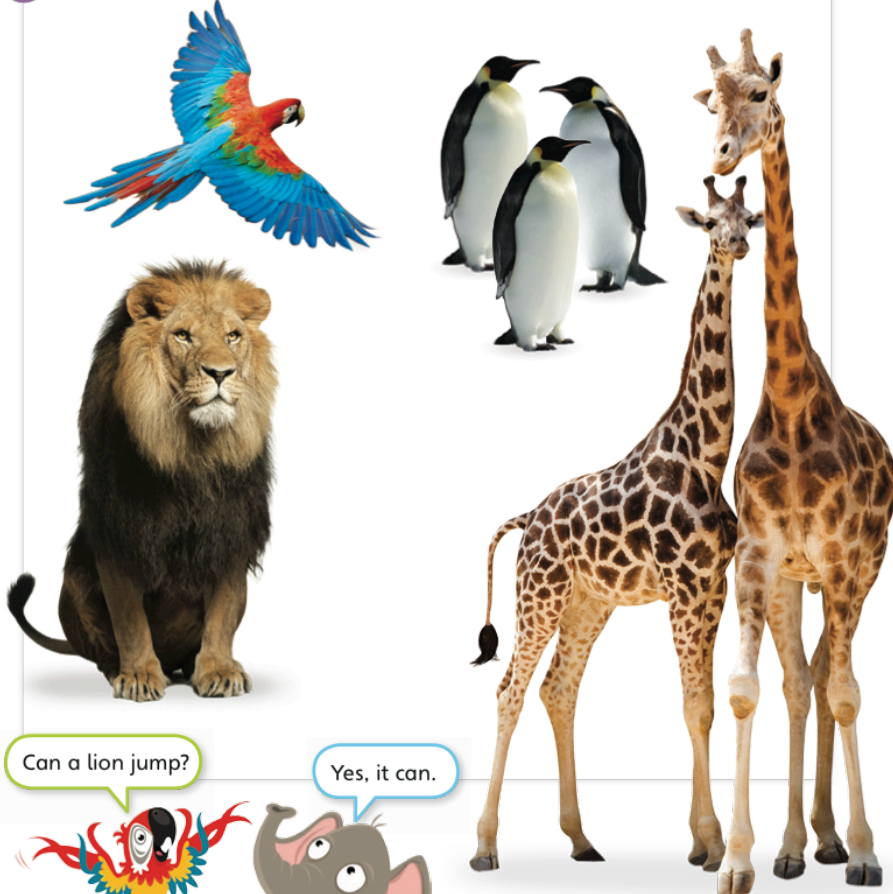
My Biography



GRAMMAR TR: B23

Can a penguin swim? Yes, it **can**. Can a penguin fly? No, it **can't**.
 Can penguins swim? Yes, they **can**. Can penguins fly? No, they **can't**.

7 Work with a partner. Look. Ask and answer.



Can a lion jump? Yes, it can.



Recording Answers on a CD

- What color is the lion?
- Can a lion hop?
- Can a lion swim?
- Can lions run?
- Can lions roar?
- Show me a lion.



Self-Assessments

- I can follow directions in English (L)
- I can name the days of the week and tell the current day (S)
- I can describe the clothes I am wearing (S)
- I can match pictures with words (R/L)
- I can label a drawing of a classroom (W)
- I can write a poem with my name (W)
- I can re-tell a story (L/R or S/W)



GOAL?

ASSESSMENT

A group of diverse young children, including boys and girls of various ethnicities, are shown in a close-up shot. They are all smiling broadly and clapping their hands, conveying a sense of joy and excitement. The children are dressed in casual clothing, with some wearing white shirts and dark vests. The background is slightly blurred, focusing attention on the children's faces and their collective activity.

**Improve student
learning!**

Thank you!

A photograph of two young girls in a classroom. They are looking at a globe on a desk. The girl on the left is wearing a red shirt and the girl on the right is wearing a pink sweater. In the background, another girl is visible, and there are windows and educational posters on the wall.

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