

**Public School Choice
Local District 7
South Region Elementary School # 1
Next Steps
Spring 2010**

Teacher Developed Assessments

South Region Elementary School (SRES) #1 plans to use summative and formative assessments as a measure of student progress and as an essential component to shape and inform instruction on an ongoing basis. SRES # 1 plans on using the data from the California Standards Test (CST), California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), Standards Based Test in Spanish (STS), the California English Language Development Test (CELDT), ELD Portfolios, the district's periodic assessments, progress report cards, portfolios, teacher observations to determine student progress and to adjust the instructional practices in the classroom.

Description and Frequency

In addition, to these state and district periodic assessments, the staff at SRES #1 will also develop teacher-made assessments which will be administered weekly to keep the classroom teachers informed on the standards which their students mastered that week. RtI2 indicates that students receiving Tier 3 intervention and support should be assessed twice a week to "see if the 'prescription' is working" (Buffum, Mattos, Weber. 2009 p. 102). Based on these results the teacher will be able to determine which standards or skills required either re-teaching the following week or additional skills practice. For example, based on the results of the CST the teachers of SRES # 1 could select the area of comprehension and vocabulary and identify the standards taught that week which address these two focus areas. The teachers, in their professional learning communities, would develop standards-based assessments which address comprehension and vocabulary. These assessment results would provide the teachers with information regarding the level of mastery attained by the students on each of the standards. Also based on these assessment results the teachers will then plan, develop and implement differentiation and intervention support.

The teacher-made assessments would be created by the grade level and administered at the end of the week. The teachers would then use these formative assessments to plan their instructional programs for the following week including the differentiation, the intervention activities or lessons required by the students. The results of these assessments would be provided to the parents to keep them informed as to their child's academic progress.

RtI2 Intervention

In addition, these assessments would be used to determine the type of intervention required by the child. If the child is struggling in mastering certain standards, through these teacher-made assessments, the teacher will be able to determine if the child needs Tier 2 intervention or Tier 3 intervention. Additionally, these assessments will provide teachers with formative feedback to refine their practice with regards to Tier 1 instruction and Tier 2 and Tier 3 support.

**Public School Choice
Local District 7
South Region Elementary School # 1
Next Steps
Spring 2010**

Professional Development:

Teacher developed assessments plays a critical role in the total assessment of the academic progress of students. According to Gareis and Grant (2008), in their book *Teacher Made Assessments*, classroom assessments can provide critical information:

- Tailored or unique: Teacher made assessments take into account the particular characteristics of students and the specific contextual factors of a classroom setting
- Timely assessment: Teacher made assessments are indicative of student learning over a particular instructional unit and progress toward mastery of either discrete or broad-reaching objectives
- Validity: Teacher made assessment are typically more responsive to the taught curriculum—that is, the objective that students actually had the opportunity to learn through instruction
- Greater authenticity: Classroom-based assessment often take the form of assignments that tap depth of content and breadth of skills—assignments such as extended writing and essays, individual projects, group-based projects, labs, demonstrations, and performances.
- Formative assessments: The results of which may be used to provide timely feedback to students and to allow teachers to make instructional decisions to support continued learning.
- Low-stakes: Teacher made assessments can be perceived as low-stakes and therefore can be used to communicate the degree and quality of learning to students, parents, teachers, and other education professionals.

Professional Development time will be allocated to train the teachers in development of teacher-made assessments in the following areas:

What Makes a Good Test?

1) The Students Evaluation Standards- What makes a really good assessment? The Joint Committee on Standards for Educational Evaluation identified four attributes of what is described as a good assessment. The four attributes are propriety, utility, feasibility and accuracy.

- The propriety standard help ensure that student evaluations age conducted legally, ethically, and with due regard for the well-being of the students being evaluated and other people affected by the evaluation results
- The utility stand help ensure that student evaluations are useful. Useful student evaluations are informative, timely, and influential.
- The feasibility standard helps ensure that student evaluations can be implemented as planned. Feasibility evaluations are practical diplomatic, and adequately supported.
- The accuracy standard help ensure that a student evaluation produces sound information about a student's learning and performance. Sound information leads to valid interpretations, justifiable conclusions, and appropriate follow-up.

**Public School Choice
Local District 7
South Region Elementary School # 1
Next Steps
Spring 2010**

2) Validity and Reliability – Validity and reliability are the core principles of good assessment practices. They are central and also largely comprise the accuracy standard. Validity is the extent to which inference drawn from assessment results are appropriate. Reliability is the consistency or dependability of the results of an assessment.

How Do I create a Good Test?

- Review of the Standards
- Clarify why, when and where to assess students' learning
- Construct a Scoring Key or Rubric
- Score Test and analyze the Results

Providing Feedback from Tests to Support Student Learning

- Grading
- Formative Feedback
- Fostering Students' Ability to self-assess

How Can I Constructively Influence Professional Practice at My School

- Teacher Leadership
- Collaboration
- Critically review assessments used by School District

Through the use of Teacher-Made Assessments, the staff at SRES #1 will be able to draw more valid and reliable inferences about their students' learning; and therefore, make better instructional decisions about what to teach and how to teach, resulting in improved student learning. Through improved assessment practices in the classrooms, teachers are better able to link curriculum and instruction in the service of student learning. In addition, these assessments would assist the teachers with making informed decision regarding Tier 2 and Tier 3 intervention support.

English Language Learners and Response to Intervention

Students who are English Learners (EL) will be provided an instructional program which will meet their language needs. The students' language needs at SRES # 1 will be met using a dual approach. First, in order for English Learners to make progress towards mastering the English language, they will be provided with the daily mandated 30 minutes of explicit English Language Development. In order for this to take place SRES # 1 will use the District's Into English ELD Practicum as their prescribe curriculum. The English Learner will also be provided access to the State standards through the use of the Access Strategies including the use of SDAIE instruction.

Instructional Practices

**Public School Choice
Local District 7
South Region Elementary School # 1
Next Steps
Spring 2010**

In order to accomplish these goals the following instructional practices will be followed at South Region Elementary School # 7:

English Language Development (ELD)

The teachers at SRES # 1 will teach the District's Into English ELD Practicum. The Los Angeles Unified School District developed Task Based Language Teaching (TBLT) lessons to enhance the existing Into English program. TBLT refers to an approach based on the use of task as the core unit of planning and instruction in language teaching. TBLT consists of exposing students to key vocabulary, students practicing language forms, students orally compose sentences and students writing. TBLT involves the use of metacognitive strategies so that students may control their own learning. TBLT also involves cognitive strategies to enable learners to learn, remember, and understand language input by practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. The effective lesson delivery involves 6 strategies: think pair share, vocalize reading, RASP (Repeat/Read/Recite by all, by some, and by one), backward build up, corrective recasting, pull out and talk/write.

Content Areas

The teachers at SRES # 1 will also provide for the English Learner students the Access Strategies which are key instructional strategies that support student learning in standards based classroom for the content areas. The Access Strategies include the following:

Instructional Conversations: Discussion based activities between students in a classroom setting; assist the English Learner to arrive at a deeper understanding of the academic content being taught by the teacher. Instructional conversations develop critical thinking, language and linguistic skills by making connections between academic content, the student's prior knowledge and cultural experiences.

Cooperative and Communal Learning Environment: Learning environments that are supportive and motivating, promote language acquisition by providing comprehensible input in appropriate ways. When students are allowed opportunities to work collaboratively in small groups with individually assigned roles and targeted instructional goals, the students learn language faster and more efficiently and have greater retention of materials and standards taught. In addition, working collaboratively provides more positive feeling and approach to the learning experience.

Academic Language Development: Academic English is taught by connecting it to the conceptual knowledge and vocabulary they bring from their home and community. This academic language development promotes increased ability in students to communicate their ideas orally and in writing using academic English skills.

Advanced Graphic Organizers: Graphic organizers are visual tools and/or representation of information that show the structure of concepts and the relationships

**Public School Choice
Local District 7
South Region Elementary School # 1
Next Steps
Spring 2010**

between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, and visualize abstract concepts.

Response to Intervention and the English Learner

The most important step a school can take to meet the needs of the English Learner is to identify their language and academic needs and provide differentiated instruction in small and flexible groupings. This will be accomplished through the RtI2 model which is the District's framework for the delivery of rigorous and relevant instruction. Response to Instruction and Intervention (RtI2) is the framework used for the above mentioned rigorous curriculum. The five essential components of RtI2 are:

- *Multi-tiered Framework to Instruction and Intervention:* Instruction and intervention which is differentiated, culturally responsive, evidence based and aligned to grade level and content standards.
- *Problem Solving Progress:* Ensures that curriculum, pedagogy, school and classroom environment expectations are examined and modified for instruction and intervention.
- *Data-based Decision Making:* Instruction and/or behavior decisions for instruction and interventions are based on multiple assessment measures.
- *Academic Engaged Time:* Effective use of the number of minutes each day/week in which students are engaged in instruction.
- *Professional Development:* On-going professional development to ensure that teachers and all school staff are prepared and supported to meet the needs of all students.

The staff of SRES # 1 will insure that that the core curriculum is delivered to the English Language Learners as intended, including the school's language arts, mathematics, English Language Development, social studies and science's instructional programs. The English Learner will be provided differentiated instructional support and intervention using the students' formative and summative assessments including, the CELDT, CST, ELD portfolios, and the language arts and math periodic assessments. The results of the assessments will enable teachers and staff to identify, on a continuous basis, the language and academic needs of English Learners. Based on these needs Tier 1, Tier 2 and Tier 3 instruction will be provided to all English Learners.

The Tier I instruction/support is characterized by the implementation of Good First teaching and effective in-class intervention using the following strategies:

- Academic Engagement Time (AET)
- Differentiated instruction
- Add depth and complexity to curriculum
- Scaffold lessons
- Explicit instruction in vocabulary, fluency, comprehension strategies and skills
- Flexible groupings
- Learning centers

**Public School Choice
Local District 7
South Region Elementary School # 1
Next Steps
Spring 2010**

- Higher level thinking questions
- Independent study
- Preview, review, re-teach, and frontload

The Tier 2 instruction/support for English Learner is characterized by Good First teaching and effective in-class intervention using the following strategies:

- Explicit instruction in vocabulary, comprehension strategies and skills
- Academic Engagement Time (AET)
- Effective student engagement in instruction
- Strategic or supplemental intervention
- SADA EI strategies
- Graphic Organizers
- Scaffold lessons
- Instruction aligned to students' instructional needs based on data from multiple measures
- Increase the impact of core instruction to achieve proficiencies
- Additional time to learn using core instructional strategies or a different instructional pedagogy
- More intensive vocabulary and comprehension skills and strategic instruction.
- Use of the Open Court Intervention Guide, the Open Court ELD Guide, Voyager and/or ELD Practicum

Tier 3 instruction/support for English Learner is characterized by Good First teaching and effective pull-out intensive intervention support using the following strategies:

- Academic Engagement Time (AET)
- Effective student engagement in instruction
- Frequent monitoring of assessments and student progress
- Cooperative learning environment
- Academic language development
- Graphic organizers
- Instructional Conversations
- Use of Open Court Intervention Guide, the Open Court ELD Guide, Voyager and/or ELD Practicum, and/or Language!(Version 3)

Core subject areas will be augmented for the English Learner with supplemental materials which are relevant to the instructional program, aligned with standards, support the curriculum, and are appropriate for student language abilities and needs. These supplemental materials will focus on vocabulary development and comprehension. These materials will be selected through the grade level and Small Learning Communities collaborations. The following supplemental materials will be considered: Measuring Up, Building Academic Vocabulary, Pictorial Mathematics, and LANGUAGE!, Lucy Calkins Writers Workshop, Write from the Beginning. The teachers on staff will investigate resources such as these to insure that they will enhance the core.

Professional Development for Teachers of English Learners

**Public School Choice
Local District 7
South Region Elementary School # 1
Next Steps
Spring 2010**

The teachers at SRES # 1 will receive additional ELD practicum training before and during the school year to insure that that ELD instruction is implemented with fidelity. In addition, the teachers will receive training on the Access Strategies to insure that all students have access to the standards. For example, teachers will be provided opportunities to receive Thinking Map training if they have not been trained on the use of these graphic organizers.

The teachers will receive culturally responsive training so their students' language, home life and community are accepted and appreciated at the school. Language acquisition and proficiency are directly related to a student's cultural proficiency and the ability to adapt to the classroom and school environment in such a way that individual needs are recognized and responded to effectively (Lindsey, Nuri Robins, & Terrell, 1999). Strategies effective in building collaboration and designed to deepen relationships will include, but not limited to the following:

- Presenting yourself to students as a good listener, asking questions that foster exploration rather than cutting off communication and a teacher that presents herself to students as open, accessible, and nonjudgmental will be better received by the students.
- Getting to know your students, establishing a comfortable environment, understanding the language needs and development, using a variety of strategies, using technology, involving others such as peer instruction, team teaching, cross age tutoring, parents, intergenerational tutoring, community resources, cultural exchanges, and examining classroom implication of Brain Research are areas of discussion that will be discussed at the daily professional development sessions.

Building and encouraging relationship with the parents and community of the English Learner will have an impact on their academic success. Tremendous effort will be made to include parents of the English Learner in all aspects of the school's culture.