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EDUC 400

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1. Link to authentic assessment: <http://jfmueller.faculty.noctrl.edu/toolbox/examples/sweeney13/doggiedaycare.pdf> I really liked this authentic assessment in terms of assessing on adding and subtracting mixed numbers with like denominators, and communicate mathematical ideas. With this, I would not only make a SIOP lesson to go along with the authentic assessment, but I would specifically adapt the language, and give other visual cues directly on the assessment itself and so on and so forth.
2. Language Proficiency Level: 3 (Same as SIOP)
3. Modify/Adapt Assessment: The authentic assessment that students will be completing is the constructing of their own clock. The assessment is authentic, hands on and provides the students with a visual upon completion. In order to adapt, the first thing would be to show many examples. Using the same strategies listed for instructional times, I would use these for the assessment piece as well. I would verbally explain to students the assessment using the flashcards when need be. Next, I would show an actual visual of the assignment and let students pass it around. I would continue to go over the assignment and what I expect using direction sheets, oral discussion, peer discussion and modeling. Students will have a rubric to go along with the assignment that will be characterized by both written words and visual pictures to accommodate for both types of learners. As an added part to the assessment piece, I would have student’s orally explain to me in their own words what they did. This would be an alternative assessment to support and allow the ELL to show me their learning. Students also need to know when they are being assessed in addition to how. Students would receive a rubric to keep with them at all times throughout to guide their work. It will explicitly say that they are assessed based upon the final product, off of the criteria on the rubric. The rubric they have is the same one I have to make it even more clear and consistent. Rubrics are attached!
4. Assessing behaviors that are measurable, observable, and specific! The whole SIOP lesson plan addresses this aspect. The measurable goals for both the lesson and language, will help the teacher to ensure that learning is taking place and proficient work on the assessment piece can occur. The teacher has multiple times throughout the lesson to work with students and also converse with students. Conversations and feedback can be given so students are on the right track. Additionally, the rubric gives students the exact things that they need to be able to accomplish when it is time for the teacher to assess the student.

Concluding Thoughts:

Adapting assessment is an extremely important piece to teaching. Not only for ELL students but for all of our students. Authentic assessment benefits every student if used correctly. Teachers should always keep in mind what is best and how it will reach and benefit every student. Adapting an assessment is making the assessment meaningful and relevant, but then also making it so students understand it, and more specifically the ELL understands. As a future teacher, I would never ever want any student to sit in my classroom and dread assessment days, and coming to school simply because I have not accommodated for them. Adapting an assessment can be very tricky and time consuming, but it is worth it if it leads to greater student learning!

Making my own clock!

Name: Date:

Directions:

You are to make your own clock! You may get creative in whatever manner you please. You MUST have all of the parts to a functional clock and show proficiency in your ability to construct it. You will be assessed with the rubric and your final product.

Assessment Rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1Below Average | 2Average | 3Good | 4Excellent  |
| Hour Hand and Minute Hand  | Hour and minute and are incorrectly done and misplaced-exhibiting poor work.  | Either hour or minute hand is incorrect and/or misplaced does not exhibit neat work. | Both minute and hour hand are present& in appropriate places- somewhat neatly done.  | Both minute and hour hand are present& in appropriate places- neatly done.  |
| Correct Numbering  | Numbers are incorrect and out of order-exhibiting poor work.  | 4 or more numbers are incorrect and misplaced not exhibiting neat work.  | 2 or less numbers are incorrect- somewhat neatly done.  | All numbers are in the correct place and order-neatly done.  |
| Creativity  | Shows no signs of creativity and/or color. Very little effort put forth.  | One color used, very few other signs of visually pleasing work, not exhibiting neat work.  | Few colors are displayed, overall visually pleasing displaying somewhat neat work.  | Multiple colors displayed, overall very visually pleasing displaying neat work.  |
| Final Product  | Turned in late and w/out name and/or date.  | Turned in without name and/or date.  | Turned in late with name and date.  | Turned in on time with name and date.  |

Making my own clock!

Name: Date:

Directions: You are to make a clock! Include all the parts of a clock, and put color and different decorations on your clock. Miss. Schul will only assess or grade your final clock with the sheet below. Ask any questions! ☺

How Miss. Schul is grading:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Need another try  | Getting there!  | I did it!  |
| All the parts of the clock: hour hand, minute hand, hours and minutes.  | I am missing 3 or more parts to my clock.  | I am missing 2 parts to my clock.  | I have all my parts of the clock!  |
| Final Clock: color, decorations, all the parts, and turned in on time with a name and date | I am missing 3 or more parts to my clock, didn’t use color, and turned it in late without my name on it to Miss. Schul.  | I am missing 2 parts to my clock, didn’t use color, and gave it to Miss. Schul without my name on it.  | I have all my parts of my clock, used color, and gave it to Miss. Schul on time with my name.  |