

Testing & Evaluation Final Project

Read the article “*The Stages of Second Language Acquisition*” available at <http://www.colorincolorado.org/article/language-acquisition-overview>

1. Review “*The Stages of Second Language Acquisition Chart*”:

Four Stages of Second Language Acquisition	
<u>Stage 1</u> <u>Pre-Production</u> • 500 word receptive vocabulary • Minimal comprehension • No verbal production <u>Classroom Activities:</u> - Listen - Point - Move - Mime - Draw - Select - Choose - Act/Act Out	<u>Stage 2</u> <u>Early Production</u> • 1000 word active/receptive vocabulary • Limited comprehension • One/two word responses <u>Classroom Activities:</u> - Name - Label - Group - Respond - List - Categorize - Tell/Say - Answer
<u>Stage 3</u> <u>Speech Emergence</u> • 3000 word active/receptive vocabulary • Increased comprehension • Simple sentences • Some basic errors in speech <u>Classroom Activities:</u> - Recall - Retell - Define - Explain - Compare - Summarize - Describe - Role-Play - Restate - Contrast	<u>Stage 4</u> <u>Intermediate Fluency</u> • 6000 word active/receptive vocabulary • Very good comprehension • More complex sentences • Fewer errors in speech <u>Classroom Activities:</u> - Analyze - Create - Defend - Debate - Predict - List - Categorize - Tell/say - Answer - Hypothesize

Adapted from: Judie Haynes, EverythingESL.net, 2006.

You may refer to this chart to help you complete questions #3, #4, #5, and #6:

2. Modify an existing published chapter test question or teacher-made test question (left column) for a beginning level speaker (A1-A2) and an intermediate level speaker (B1-B2). Place your modified test question in the right column of this chart. Refer to Broward County Language Classification Chart in Week 5.

Published Chapter Test Question or Teacher-Made Test Question	Modified Test Question
1. Multiple choice An hypothesis: a. may or may not be stable b. is supported by evidence c. is a possible answer to a question d. all of the above	A1-A2 B1-B2
2. Fill-in-the-Blank The measure of the amount of matter in an object is the_____.	A1-A2 B1-B2
3. True or False The solar system includes the sun, the planets, and many smaller objects.	A1-A2 B1-B2

This checklist represents the kind of literacy development practices often seen in a literacy rich environment.

3. Complete the following checklist based on your classroom:

Literacy Rich Environment	<i>Need no help in this area</i>	<i>Need some help in this area</i>	<i>Need considerable help in this area</i>
Voice output available for non-speakers (e.g. tape player)	☐	☐	☐
Library of books for learning	☐	☐	☐
Library of books for enjoyment	☐	☐	☐
Books displayed on open shelves	☐	☐	☐
Books and/or literacy connection is evident in all areas of the classroom	☐	☐	☐
New books are added periodically to all classroom areas	☐	☐	☐
Writing materials and tools available throughout all classroom areas	☐	☐	☐
Technologies/computers are available and accessible	☐	☐	☐
Appropriate software	☐	☐	☐
Labeled items with the environment	☐	☐	☐
Variety of student's work is displayed in the classroom	☐	☐	☐
Daily schedules includes time for self-directed activities and independent exploration	☐	☐	☐
Vocabulary word wall	☐	☐	☐
Bilingual dictionaries	☐	☐	☐
Classroom activities are structured and predictable	☐	☐	☐
Games and manipulatives available	☐	☐	☐
Activities integrate listening, speaking, reading, and writing skills	☐	☐	☐

4. Based on the results from the checklist, create a plan for a language rich environment:

Current Classroom Set-Up	Plan for a Literacy Rich Environment
1. Technology	1. Technology
2. Books	2. Books
3. Classroom (e.g. word wall, student work displayed, etc.)	3. Classroom (e.g. word wall, student work displayed, etc.)

Reflection

5. List three ways you currently assess your ELLs in the left column. In the right column, list and briefly explain three new insights you gained about making assessments responsive to ELLs at all levels of language acquisition and with individual learning styles.

BEFORE	AFTER
1.	1.
2.	2.
3.	3.