The SEAL Approach to Assessment of Student Learning

In a SEAL classroom, the teachers employ both formative and summative assessments to evaluate student learning and progress. It is imperative that teachers have knowledge of how their students are progressing in relation to the Language Arts standards and skills, their language development, especially for English learners, and mastery of content standards. The information gathered is used to direct instruction to ensure student success. SEAL classrooms are immersed in language, and learning language through rich content. Accordingly, the lens for assessing student progress is through language and content. At any given point in a unit or during a lesson, teachers can gather information related to students' effective use of language to make meaning, express themselves, and demonstrate content knowledge.

In addition to the teacher gathering data on student growth, students themselves must play an active role in developing their own sense of achievement, growth, and learning. Opportunities for students to apply their learning through projects, writing, and presenting, in addition to culminating activities offers a chance to celebrate their own progress and achievement.

Formative Assessment

Formative Assessment is the engine that propels student growth and mastery of the skills and concepts. Teachers cannot wait until the end of a lesson or unit to determine if students are progressing. SEAL classrooms utilize a variety of techniques, embodied in the High-Leverage Pedagogical Practice: Continuous Checks for Comprehension, to regularly check whether and how well students understand concepts and skills. Information gathered through these checks facilitates adjustment of the lesson to clarify concepts.

Opportunities to gather data include Think-Pair-Share, Choral Response, Academic Process Journals, Writer's Notebook, and the Inquiry Chart. Some techniques that provide snapshots into student learning include:

- Thumbs Up, Middle or Down: Students indicate agreement or understanding at periodic intervals by quickly showing the teacher their personal status.
- Closed Fist/Open Palm: Similar to using a thumb gesture, the closed fist indicates they have a strong grasp of the concept, and the open palm signifies the need for more help.
- Fingers Up (1-5): Students can indicate their understanding by holding up the proper number of fingers. One means "I need a lot of help," whereas five shows, " I really get this!" This could be modified for younger students on a 1-3 scale.
- Partner Quizzes: Students can ask each other questions related to the content just presented. The teacher can provide the questions or they can be student-generated. Partners are responsible for confirming, or re-teaching their partner, as needed.
- Equity Sticks: Each student's name is written on a tongue depressor. Teachers select students randomly to answer questions after Think-Pair-Shares. This random sampling allows the teacher to assess the group's progress during a lesson. This strategy is most effective when sticks are placed back in the holder after a question is asked. In this way, students continue to be accountable. *TeacherPal Pro* is an App that offers a similar feature.

A critical aspect of formative assessment in a SEAL classroom is teacher awareness of what has been coined, "periphery kids." These are the kids who tend to sit around the edges of the group and often appear disengaged with the lesson and the questioning. Sometimes, these kids are found in the middle of the group but seem to be attending and participating at the most minimal degree of engagement, sometimes only entering on the "periphery" of the lesson concepts. SEAL teachers employ a variety of strategies to actively engage these students:

- Thoughtful pairings for Think-Pair-Shares
- Preferential seating with close teacher proximity during whole class instruction
- Regular monitoring during Think-Pair-Shares to ensure attention to the prompt
- Small group review of lessons to check for comprehension and reteach as needed
- Differentiated small group help during independent activities such as the Academic Process Journal, Writer's Notebook, etc.
- As appropriate, pulling small groups for Designated ELD lessons throughout the day

Student Observation is also a critical aspect of the formative assessment in a SEAL classroom. Teachers notice student use of language and understanding of content while children are working in small groups, independently, and with the teacher. Anecdotal notes are regularly recorded in logs or on labels or sticky notes to be placed in student files.

Summative Assessment & Culminating Activities

Students in a SEAL classroom have many opportunities to demonstrate their growth and learning related to unit in which they have been immersed. Toward the end of a unit, students are able to demonstrate their mastery of the skills and concepts through oral presentations (often times created collaboratively), writing tasks, and various culminating activities. Rubrics are shared with students ahead of time, and teachers select appropriate aspects to assess based on students' developing needs. Teachers design tasks and prompts to reflect the unit's Enduring Understandings & Essential Questions, target language function, and target writing type.

Oral Presentation of Learning: Teachers carefully craft tasks for students that result in an oral presentation. Teachers are mindful to assess aspects of students' content knowledge, speaking skills, and language, especially as it relates to the use of the target language function(s). Presentations may be done collaboratively, or aspects of the task could be collaborative. For example, students could work collaborative through Shared Research Projects to learn about a topic of choice. Students could then present new learning as a team or individually, depending on the teacher's objectives.

Writing Prompts/Tasks: Prompts for writing are aligned to the target writing type for the unit. The writing could flow out of the work of the Oral Presentation, or it may be unrelated. Again, the teacher is mindful of the multi-dimensional opportunities for assessment including writing skills, content knowledge, and use of language, including the target language function. In addition to a rubric, teachers may use the appropriate Learning Progression to document a child's growth in writing.

Culminating Activities: Culminating projects and activities afford students the opportunity to connect meaningfully with the learning of the unit. Teachers provide a variety of multi-modality choices that allow students to demonstrate their learning through their own personal strengths. Activities always embody an element of reflection and celebration of the hard work and growth, ensuring students a real sense of achievement. Portfolios of collected work over the course of the unit are a piece of reflection and sharing. Gallery Walks are also a key aspect of culminating a unit, providing families the space to celebrate with their children.

From the California ELA/ELD Framework

Figure 8.3. Key Dimensions of Assessment for Learning and Assessment of Learning

Assessment: A Process of Reasoning from Evidence to Inform Teaching and Learning			
Dimension	**Assessment for learning**	**Assessment of learning**	
Method	Formative Assessment Process	Classroom Summative/ Interim/Benchmark Assessment*	Large-Scale Summative Assessment
Main Purpose	Assist immediate learning (in the moment)	Measure student achievement or progress (may also inform future teaching and learning)	Evaluate educational programs and measure multi-year progress
Focus	Teaching and learning	Measurement	Accountability
Locus	Individual student and classroom learning	Grade level/ department/school	School/district/state
Priority for Instruction	High	Medium	Low
Proximity to Learning	In-the-midst	Middle-distance	Distant
Timing	*During* immediate instruction or sequence of lessons	*After* teaching-learning cycle → *between units/* periodic	*End* of year/course
Participants	Teacher and Student (T-S/S-S/Self)	Student (may later include T-S in conference)	Student

*Assessment of learning may also be used for formative purposes *if* assessment evidence is used to shape future instruction. Such assessments include weekly quizzes; curriculum embedded within-unit tasks (e.g., oral presentations, writing projects, portfolios) or end-of-unit/culminating tasks; monthly writing samples, reading assessments (e.g., oral reading observation, periodic foundational skills assessments); and student reflections/self-assessments (e.g., rubric self-rating).

Source

Adapted from

Linquanti, Robert. 2014. *Supporting Formative Assessment for Deeper Learning: A Primer for Policymakers.* Paper prepared for the Formative Assessment for Students and Teachers/State Collaborative on Assessment and Student Standards, 2. Washington, DC: Council of Chief State School Officers.

Figure 8.5. Types and Uses of Assessments Within Assessment Cycles

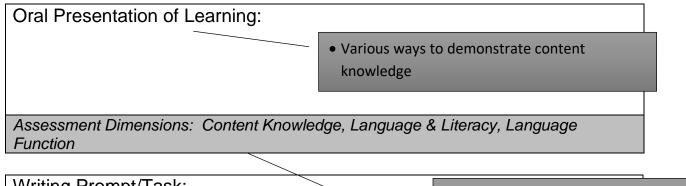|			
Minute-by-Minute	• Observation • Questions (teachers and students) • Instructional tasks • Student discussions • Written work/ representations	• Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding	• Keep going, stop and find out more, provide oral feedback to individuals, adjust instructional moves in relation to student learning status (e.g., act on "teachable moments")
Daily Lesson	Planned and placed strategically in the lesson: • Observation • Questions (teachers and students) • Instructional tasks • Student discussions • Written work/ representations • Student self-refletion (e.g., quick write)	• Students' current learning status, relative difficulties and misunderstandings, emerging or partially formed ideas, full understanding	• Continue with planned instruction • Instructional adjustments in this or the next lesson • Find out more • Feedback to class or individual students (oral or written)
Week	• Student discussions and work products • Student self-refletion (e.g., journaling)	• Students' current learning status relative to lesson learning goals (e.g., have students met the goal[s], are they nearly there?)	• Instructional planning for start of new week • Feedback to students (oral or written)

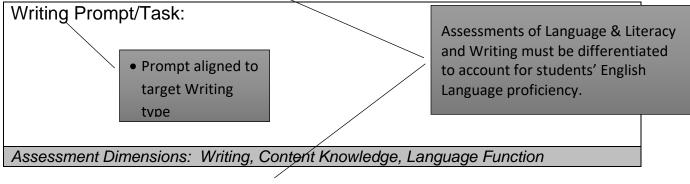|			
End-of-Unit/Project	• Student work artifacts (e.g., portfolio, writing project, oral presentation) • Use of rubrics • Student self-refletion (e.g., short survey) • Other classroom summative assessments designed by teacher(s)	• Status of student learning relative to unit learning goals	• Grading • Reporting • Teacher refletion on effectiveness of planning and instruction • Teacher grade level/ departmental discussions of student work
Quarterly/Interim/ Benchmark	• Portfolio • Oral reading observation • Test	• Status of achievement of intermediate goals toward meeting standards (results aggregated and disaggregated)	• Making within-year instructional decisions • Monitoring, reporting; grading; same-year adjustments to curriculum programs • Teacher refletion on effectiveness of planning and instruction • Readjusting professional learning priorities and resource decisions
Annual	• Smarter Balanced Summative Assessment • CELDT • Portfolio • District/school created test	• Status of student achievement with respect to standards (results aggregated and disaggregated)	• Judging students' overall learning • Gauging student, school, district, and state year-to-year progress • Monitoring, reporting and accountability • Classifiation and placement (e.g., ELs) • Certifiction • Adjustments to following year's instruction, curriculum, programs • Final grades • Professional learning prioritization and resource decisions • Teacher refletion (individual/grade level/ department) on overall effectiveness of planning and instruction

Performance & Culminating Task Guidelines

Pre-K/TK Leading Considerations:
- ➢ Key Concepts
- ➢ Skills & Foundations
- ➢ Target Language Function
- ➢ Target Writing Type

Culminating Tasks

Oral Presentation of Learning:

- Various ways to demonstrate content knowledge

Assessment Dimensions: Content Knowledge, Language & Literacy, Language Function

Writing Prompt/Task:

- Prompt aligned to target Writing type

Assessments of Language & Literacy and Writing must be differentiated to account for students' English Language proficiency.

Assessment Dimensions: Writing, Content Knowledge, Language Function

Culminating Activity:

- Provide multiple modality options and allow choice
- Consider strength-based analysis
- Create opportunities for students to connect personally to content
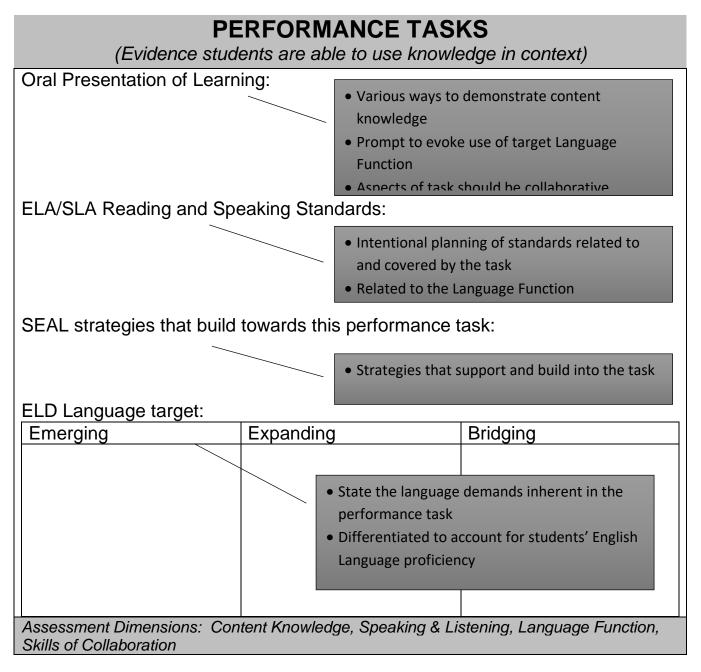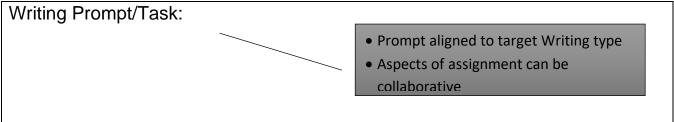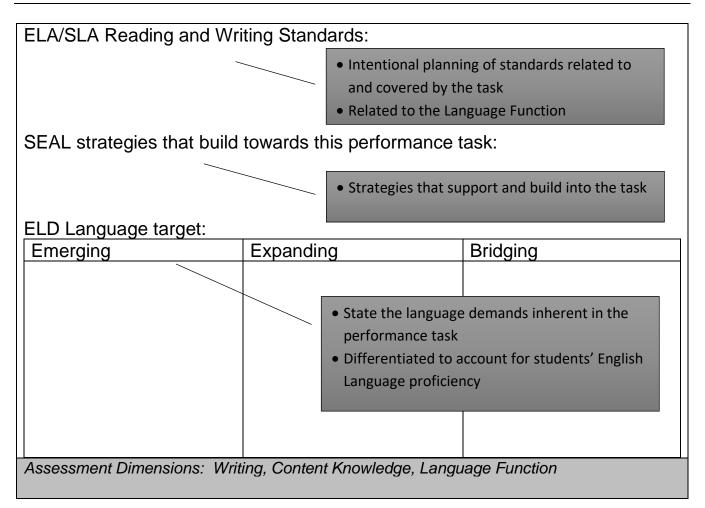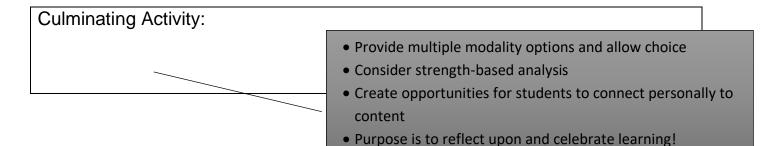- Purpose is to reflect upon and celebrate learning!

K-3 Leading Considerations:
> Enduring Understandings & Essential Questions
> Target Language Function
> Target Writing Type

PERFORMANCE TASKS
(Evidence students are able to use knowledge in context)

Oral Presentation of Learning:

- Various ways to demonstrate content knowledge
- Prompt to evoke use of target Language Function
- Aspects of task should be collaborative

ELA/SLA Reading and Speaking Standards:

- Intentional planning of standards related to and covered by the task
- Related to the Language Function

SEAL strategies that build towards this performance task:

- Strategies that support and build into the task

ELD Language target:

Emerging	Expanding	Bridging
	- State the language demands inherent in the performance task - Differentiated to account for students' English Language proficiency	

Assessment Dimensions: Content Knowledge, Speaking & Listening, Language Function, Skills of Collaboration

Writing Prompt/Task:

- Prompt aligned to target Writing type
- Aspects of assignment can be collaborative

ELA/SLA Reading and Writing Standards:

- Intentional planning of standards related to and covered by the task
- Related to the Language Function

SEAL strategies that build towards this performance task:

- Strategies that support and build into the task

ELD Language target:

Emerging	Expanding	Bridging
	- State the language demands inherent in the performance task - Differentiated to account for students' English Language proficiency	

Assessment Dimensions: Writing, Content Knowledge, Language Function

Culminating Activity:

- Provide multiple modality options and allow choice
- Consider strength-based analysis
- Create opportunities for students to connect personally to content
- Purpose is to reflect upon and celebrate learning!

K-3 Rubric for Performance Tasks

Oral Presentation Skills				
Category	**4**	**3**	**2**	**1**
Eye Contact	Always has eye contact with audience	Has eye contact with the audience most of the time	Sometimes has eye contact with the audience	Does not have eye contact with the audience
Enthusiasm	Very enthusiastic about the topic during presentation	Shows some enthusiasm about the topic during the presentation	Shows mild interest in the topic during presentation	Does not appear to be interested in the topic
Preparedness & Organization	Completely prepared and organized during presentation	Mostly prepared and organized during presentation	Somewhat prepared and organized during presentation	Does not appear to have prepared for presentation
Use of Visuals	Refers to wall resources, uses graphic organizers or visuals to illustrate content	Uses some visuals to illustrate content	Uses one type of visual to illustrate content	Does not use or refer to any visuals
Speaks Audibly	Speaks very clearly; easy for audience to understand	Speaks clearly most of the time; audience can understand most of the presentation	Sometimes speaks clearly; audience can understand some of the presentation	Does not speak clearly; audience has difficulty understanding presentation
Response to Questions	Responds fully and appropriately to all questions	Responds to most questions appropriately	Sometimes responds to questions appropriately	Does not respond to questions appropriately
For Collaborative Presentations:				
Working Together Collaboratively	Roles are clear; everyone shares responsibility; team supports each other well	Team members have roles; most share responsibility; some team members support others	Some team members have roles; some team members don't participate; some team members support others	No roles are apparent; responsibility is taken by one person; support is not evident

For English Learners Presenting in 2nd Language:				
Presentation Skills Appropriate to Language Proficiency	*Bridging:* Significant presentation/role using a variety or more complex sentence structures with minimal prompting by teacher or peers	*Expanding:* More extended presentation/role producing complete sentences, sometimes prompted by the teacher or peers	*Emerging:* Very brief presentation/role using basic vocabulary, gestures, and visuals sometimes prompted by the teacher	
Language Function				
Category	**4**	**3**	**2**	**1**
Use of Language Function	Uses a wide range of complex sentence structures demonstrating strong command of the target language function	Uses a variety of sentence structures demonstrating understanding of the target language function	Uses some basic sentence structures applying the target language function	Does not use proper sentence structures
Content Knowledge				
Category	**4**	**3**	**2**	**1**
Knowledge of Content	Knowledge is very clear; student shows strong understanding of content	Knowledge is clear and mostly correct; student shows appropriate understanding of content	Knowledge is sometimes evident; student shows inconsistent understanding of content	Knowledge is not clear; student does not seem to understand content

Preschool Rubric for Culminating Tasks

Oral Presentation Skills				
Category	Integrating	Building	Developing	Exploring
Eye Contact	Always has eye contact with audience	Has eye contact with the audience most of the time	Sometimes has eye contact with the audience	Does not have eye contact with the audience
Enthusiasm	Very enthusiastic about the topic during presentation	Shows some enthusiasm about the topic during the presentation	Shows mild interest in the topic during presentation	Does not appear to be interested in the topic
Preparedness & Organization	Completely prepared and organized during presentation	Mostly prepared and organized during presentation	Somewhat prepared and organized during presentation	Does not appear to have prepared for presentation
Use of Visuals	Refers to wall resources, uses graphic organizers or visuals to illustrate content	Uses some visuals to illustrate content	Uses one type of visual to illustrate content	Does not use or refer to any visuals
Speaks Audibly	Speaks very clearly; easy for audience to understand	Speaks clearly most of the time; audience can understand most of the presentation	Sometimes speaks clearly; audience can understand some of the presentation	Does not speak clearly; audience has difficulty understanding presentation
Response to Questions	Responds fully and appropriately to all questions	Responds to most questions appropriately	Sometimes responds to questions appropriately	Does not respond to questions appropriately
For Collaborative Presentations:				
Working Together Collaboratively	Roles are clear; everyone shares responsibility; team supports each other well	Team members have roles; most share responsibility; some team members support others	Some team members have roles; some team members don't participate; some team members support others	No roles are apparent; responsibility is taken by one person; support is not evident

K-3 Rúbrica para las tareas de rendimiento

Técnicas de Presentación Oral				
Categoría	**4**	**3**	**2**	**1**
Contacto Visual	Siempre tiene contacto visual con la audiencia	Tiene contacto visual con la audiencia la mayor parte del tiempo	A veces tiene contacto visual con la audiencia	No tiene contacto visual con la audiencia
Entusiasmo	Muy entusiástico sobre el tema durante la presentación	Muestra cierto entusiasmo sobre el tema durante la presentación	Muestra leve interés en el tema durante la presentación	No parece haberse preparado para la presentación
Preparación & Organización	Completamente preparado y organizado durante la presentación	Generalmente preparado y organizado durante la presentación	Algo preparado y organizado durante la presentació	No parece haberse preparado para la presentación
Uso De Imágenes	Se refiere a los recursos de la pared, utiliza organizadores gráficos o imágenes para ilusrar el contenido	Utiliza algunas imágenes para ilustrar el contenido	Utiliza un tipo de visual para ilustrar el contenido	No utiliza o consulta cualquier representación visual
Hablar de forma audible	Habla muy claramente, fácil para que la audiencia pueda entender	Habla claramente la mayor parte del tiempo, la audiencia puede entender la mayor parte de la presentación	A veces habla claramente; la audiencia puede entender un poco la presentación	No habla con claridad, la audiencia tiene dificultades para entender la presentación
Respuesta a preguntas	Responde completamente y adecuadamente a todas las preguntas	Responde apropiadamente la mayor parte de las preguntas	A veces responde a las preguntas correctamente	No responde a las preguntas correctamente
Para presentaciones de colaboración:				
Trabajar juntos en colaboración	Las funciones están claras, cada uno comparte la responsabilidad; el equipo apoya el uno del otro	Los miembros del equipo tienen funciones; la mayoría comparten la responsabilidad; algunos miembros del equipo se apoyan con otros	Algunos miembros del equipo tienen funciones; algunos no participan; algunos miembros del equipo no se apoyan con otros	Las funciones no son aparentes; la responsabilidad es tomada por una persona; el apoyo no es evidente

Para Apréndices de Inglés presentando en un Segundo Idioma:			
Técnicas de presentación apropiadas para el dominio del idioma	**Enlazando:** Importante presentación/ Función significativa usando una completa variedad de frases de estructuras de oración con una minima intervención del maestro o compañeros	**Ampliando:** Presentación más extendida/ Función para producir oraciones completes, a veces motivadas por el maestro o compañeros	**Emergiendo:** Breve presentación/ Función utilizando el vocabulario básico, gestos y efectos visuals a veces incitados por el maestro

Función del Lenguaje				
Categoría	**4**	**3**	**2**	**1**
Uso de la función del lenguaje	Utiliza una amplia gama de estructuras de oración compleja que demuestra el fuerte dominio de la función de la lenguaje	Utiliza una variedad de estructuras oracionales demostrando comprensión de la función del lenguaje	Utiliza algunas estructuras de la oración básica que se aplican a la función del lenguaje	No utiliza estructuras gramaticales apropiadas

Conocimiento del Contenido				
Categoría	**4**	**3**	**2**	**1**
Conocimiento del Contenido	El conocimiento está muy claro; el estudiante muestra el entendimiento fuerte del contenido	El conocimiento está claro y generalmente correcto; el estudiante muestra el entendimiento apropiado del contenido	El conocimiento es a veces evidente; el estudiante demuestra una inconsistente comprensión del contenido	El conocmiento no está claro; el estudiante parece no entender el contenido

Preschool: Rúbrica para las tareas de rendimiento

Técnicas de Presentación Oral				
Categoría	**Integrando**	**Contruyendo**	**Desarrollando**	**Explorando**
Contacto Visual	Siempre tiene contacto visual con la audiencia	Tiene contacto visual con la audiencia la parte del tiempo	A veces tiene contacto visual con la audiencia	No tiene contacto visual con la audiencia
Entusiasmo	Muy entusiaste sobre el tema durante la presentación	Muestra cierto entusiasmo sobre el tema durante la presentación	Muestra leve interés en el tema durante la presentación	No parece estar interesado en el tema
Preparación & Organización	Completamente preparado y organizado durante la presentación	Generalmente preparado y organizado durante la presentación	Algo preparado y organizado durante la presentación	No parece haberse preparado para la presentación
Uso de Imágenes	Se refiere a los recursos de la pared, utiliza organizadores gráficos o imágenes para ilusrar el contenido	Utiliza algunas imágenes para ilustrar el contenido	Utiliza un tipo de visual para ilustrar el contenido	No utiliza o consulta cualquier representación visual
Hablar de forma audible	Habla muy claramente, fácil para que la audiencia pueda entender	Habla claramente la mayor parte del tiempo, la audiencia puede entender la mayor parte de la presentación	A veces habla claramente; la audiencia puede entender un poco la presentación	No habla con claridad, la audiencia tiene dificultades para entender la presentación
Respuesta a preguntas	Responde completamente y adecuadamente a todas las preguntas	Responde apropiadamente la mayor parte de las preguntas	A veces responde a las preguntas correctamente	No responde a las preguntas correctamente
Para presentaciones de colaboración:				
Trabajar juntos en colaboración	Las funciones están claras, cada uno comparte la responsabilidad; el equipo apoya el uno del otro	Los miembros del equipo tienen funciones; la mayoría comparten la responsabilidad; algunos miembros del equipo se apoyan con otros	Algunos miembros del equipo tienen funciones; algunos no participan; algunos miembros del equipo no se apoyan con otros	Las funciones no son aparentes; la responsabilidad es tomada por una persona; el apoyo no es evidente

Language Targets / *Objectivos del Lenguaje*

Summary

 A *lesson objective* states and clarifies what students will learn and be able to do through a lesson. A *content objective* tells what students will learn during a lesson. *Language targets* are a form of lesson objectives that speak directly to the language/linguistic development of students that will occur in a lesson. They articulate the academic language function and skills students need to master in order to fully participate in the lesson and meet grade-level content standards. And, they articulate the ways in which language development will be supported through the opportunity of the content engagement.   Language targets tell how the students will learn and or demonstrate their mastery by reading, speaking, writing or listening.

Language targets involve the four domains of language skills: speaking, listening, reading and writing - and can also include the language functions related to the topics of the lesson or thematic unit, the vocabulary essential to a student being able to fully participate in the lesson, and the language learning strategies to assist in comprehension. They arise through a crosswalk between the academic content standards the lesson focuses on, the ELD Standards, and a teacher's assessment of student need.

• What key **vocabulary, concept words and other academic language** will students need in   order to be able to talk, participate, read and write about the topic of the lesson? These   may be taught as a language target.
• What is the **language function** of the thematic unit and the lesson?   These signal specific   discourse patterns and uses of language a student has to master to engage with the   cognitive demands of the lesson.
• What are the **language skills** a student needs to accomplish the lesson's activities? Will they   be reading a text and do they understand sufficient text structure to elicit the information?   Will they be reporting on something, and do they have the oral language and presentation   skills they will need?   If they are working in small groups and will need to explain their ideas to each other, do they know how to explain the steps or describe something?   Acquiring and practicing the skills involved in these activities may be a language target.

Language targets utilize the above information to pinpoint skills and to describe observable behaviors the teacher will be teaching.   And, they should be differentiated for varying levels of language proficiency.

Every language target should specify the LANGUAGE FUNCTION (or task), the LANGUAGE SUPPORTS or SCAFFOLDS, and the CONTENT or TOPIC.

Supports may include, for example, manipulatives, a complete Draw & Label, graphic organizers, use of a sentence frame or sentence starter, photographs, partner or small group work, or use of home language.

In framing language targets, pay particular attention to the VERBS that describe what students need to learn to do. A list of these types of verbs include:

List	Listen for	Ask
Tell	Define	Answer
Retell	Summarize	Pronounce
Summarize	Predict	Repeat
Record	Listen	Read aloud
Orally explain	Recognize	Read
Articulate	Show	Describe
Compare	Name	Rehearse
Contrast	Rephrase	Identify

Example of a Language Target and the Teaching implications:

> Describe **[LANGUAGE FUNCTION]** your family members **[TOPIC]** using photographs with a partner **[SCAFFOLDS].**

Because students will need a range of language resources to be able to engage with this task and content, the teacher will need to teach adjectives (size and color), possessive pronouns (my, mine, his, her, theirs), the vocabulary for family members, present tense verbs "to be" and "to have," and how to construct compound sentences. These may be done whole class if everyone needs it, or may become small group or Designated ELD lessons.

Samples:
- *Jointly with an adult, use pictures of community workers to draw, dictate & write descriptive sentences about their role using sentence frames.*
- *Using a tree map students will work in small groups to write a short paragraph about an American symbol using descriptive language.*
- *Students will work with a partner and use a cause and effect graphic organizer to orally share sentences about the results of the force and motion experiments using the word 'because'.*
- *In partners, students will appropriately use singular, plural and passive verb forms in oral sentences applied to describing the diets and predators of ocean animals.*
- *With support of the teacher and visual support of the Draw and Label, students will answer simple "yes/no" questions and "wh-" questions using gestures, words and simple phrases about krill, its diet, and prey.*
- *In pairs, students will collaboratively prepare and deliver a brief oral presentation describing the characteristics of krill, its diet, and prey using academic and domain specific words, pointing to the relevant sections of the Draw and Label.*
- *Bridging students will work with a partner to write informational text using complex sentences to describe the life cycle of the butterfly with a variety of adjectives.*