

# Promoting Language Growth

**A practical formative assessment to  
inform bilingual oral language  
development**

presented by

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# Objectives

- To use a protocol in the context of instruction for informal assessment of oral language.
- To practice using the protocol and the FLOSEM tool.
- To organize the data in a class profile which informs and monitors cycles of differentiated instruction and student growth in each language.
- To examine training and to scheduling model.
- To join in discourse and exchange of ideas regarding formative assessment of oral language development.

# Why bother?

- Program needs: a practical formative assessment to guide dual language development besides outcome measures.
- Recommendations from experts.
- Not another test! Need for a tool that can be used in the context of instruction.

# FLOSEM

- Foreign Language Oral Skills Evaluation Matrix.
- Developed at Stanford based on SOLOM (Student Oral Language Observation Matrix).
- Practical: May be used by practitioners in the context of instruction.
- Relevant: Connects with components of Language Arts.

# FLOSEM

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<b>C O M P R E H E N S I O N</b>	Learner can recognize a limited number of high frequency words in isolation and short, common conversational formulaic expressions (e.g., "How are you?", "My name is...").	Learner can understand short questions and simple non-formulaic statements when they are embedded in a short dialogue or passage. However, the entire dialogue or passage must be repeated at less- than normal speed for the learner to understand	Learner can comprehend the main point(s) of a short dialogue or passage which contains some statements with embedded structures heard at less-than-normal speed, though it is likely that details will be lost. Even at this speed, some repetition may be necessary.	Learner understands most of what is said (all main points and most details) in both short and longer dialogues and passages which contain abstract information heard at almost normal speed. Some repetition may be necessary, usually of abstract information	Learner understands nearly everything at normal speed although occasional repetition may be necessary.	Learner understands everything at normal speed like a native speaker.
<b>F L U E N C Y</b>	Learner can participate only in interactions which involve producing formulaic question-answer patterns and/or offering very short responses to simple questions.	When participating in a simple conversation on familiar, everyday topics, the learner frequently must pause to formulate short, simple non-formulaic statements and questions.	While participating in a conversation or discussion, learner can express themselves using simple language, but consistently falters and hesitates as they try to express more complex ideas and/or searches for less common words and expressions. These efforts noticeable impede flow of communication.	Learner can effortlessly express herself, but may occasionally falter and hesitate as they try to express more complex ideas and/or searches for less-common words and expressions. Although distracting, these speech rhythms do not noticeable impede the flow of communication.	Learner is generally fluent, with occasional minor lapses while they search for the correct manner of expression.	Learner's fluency is native-like.
<b>V O C A B U L A R Y</b>	Learner's vocabulary is limited to: a) high frequency words for common everyday items and actions, and 2) some conversational formulaic or idiomatic expressions.	Learner has enough vocabulary (including high frequency idiomatic expressions) to make simple statements and ask questions about concrete things in a simplified conversation	Learner has an adequate working vocabulary. Further, learner is at a beginning stage of showing knowledge of synonyms and a limited number of alternative ways of expressing simple ideas.	Learner clearly demonstrates knowledge of synonyms and alternative ways of expressing simple ideas. Learner also has enough vocabulary to understand and participate in conversations which include abstract ideas.	Learner possesses a broad enough vocabulary to participate in more extended discussions on a large number of concrete and abstract topics. Learner is aware of some (but not all) word connotations and nuances in meanings.	Learner possesses an extensive vocabulary.
<b>P R O N U N C I A T I O N</b>	Even at the level of isolated words and formulaic expressions, learner exhibits difficulty in accurately reproducing the target language sounds and sound patterns	Although learner is beginning to master some sounds and sound patterns, they still have difficulty with many other sounds, making meaning unclear.	Learner is beginning to demonstrate control over a larger number of sounds and sound patterns. Some repetition may be necessary to make meaning clear.	Learner's speech is always intelligible, though a definite accent and/or occasional inappropriate intonation pattern is apparent.	Pronunciation and intonation approaches a near-native-like ability.	Learner's pronunciation and intonation is clearly native-like.
<b>G R A M M</b>	Since learner's productive skills are limited to high frequency words and short formulaic conversational expressions, it is difficult or	Learner can produce utterances which show an understanding of basic sentence and question patterns, but other	Learner is beginning to show a limited ability to utilize a few complex constructions, though not always successfully. Other noticeable grammatical errors persist which may	Learner shows an almost consistent command over a limited range of more complex patterns and grammar rules. Although occasional errors are still present, they are few in number and do	Learner's speech exhibits a good command over a large (but not complete) range of more complex patterns and grammar rules. Errors are	Learner's speech shows a native-like command of complex

# Protocol

- Teacher selects text: wordless book, or book with text covered
- Students in small group explain the story, page by page, with teacher using talking sticks
- Teacher records observations on matrix, group scoring sheet.
- Teacher reviews matrix, based on knowledge of students and/or further conversation.

# Classroom context- English



# Classroom context- Spanish





# Class Profile

Spanish FLOSEM					Key	Composite Score			
Comprehension	Fluency	Vocabulary	Pronunciation	Grammar					
A3	A3	C2	A2	A3	Level 1	Preproduction	0/1 - 5	C2	29
C2	C2	A3	A3	C2	Level 2	Early Production	6 - 10	A3	28
I2	I2	I2	B	I2				I2	28
Y	Y	Y	C2	A2	Level 3	Speech Emergence	11 - 15	Y	27
A2	A2		I2	D3				A2	24
E	D3	A2	Y	E	Level 4	Intermediate Fluency	16 - 20	D3	21
E2	B	B	D3	B		(Low intermediate)		B	20
O	E	D3	E	O	Level 5	Advanced Fluency	21 - 25	O	20
J5	E2	E2	E2	C1		(High Intermediate)		E2	19
D3	O	J	J	E	Level 6	Advanced	26 - 30	J5	17
J	C1	J2	J2	E2		(Native-like speaker)		J1	15
C1	J2	J5	J5	G				J2	15
B	J5	J6	J6	J				J6	15
D1	J6	O	O	J2				C1	14
G	D1	C1	C1	J5				G	12
J2	G	D1	D1	J6				M	12
J6	J	G	G	M				D1	11
M	M	M	M	D1				D2	7
A1	A1	A1	A1	D2				J3	7
D2	D2	D2	D2	J3				K	7
I2	I2	I	J3	K				R	7
J3	J3	J3	J4	R				J4	6
J4	J4	J4	K	A1				A1	6
M2	K	K	R	I2				I	5
P	M2	M2	I2	J4				M2	5
R	P	P	M2	M2				P	5
K	R	R	P	P				E	

# Student Profiles

Spanish FLOSEM by Student														
Comprehension	A1	A2	A3	B	C1	C2	D1	D2	D3	E	E2	G	I	I2
Fluency	A1	A2	A3	B	C1	C2	D1	D2	D3	E	E2	G	I	I2
Vocabulary	A1	A2	A3	B	C1	C2	D1	D2	D3	E	E2	G	I	I2
Pronunciation	A1	A2	A3	B	C1	C2	D1	D2	D3	E	E2	G	I	I2
Grammar	A1	A2	A3	B	C1	C2	D1	D2	D3	E	E2	G	I	I2
Composition	6	24	28	20	14	29	11	7	21	19	12	5	28	
Comprehension	J1	J2	J3	J4	J5	J6	K	M	M2	O	P	R	Y	
Fluency	J1	J2	J3	J4	J5	J6	K	M	M2	O	P	R	Y	
Vocabulary	J1	J2	J3	J4	J5	J6	K	M	M2	O	P	R	Y	
Pronunciation	J1	J2	J3	J4	J5	J6	K	M	M2	O	P	R	Y	
Grammar	J1	J2	J3	J4	J5	J6	K	M	M2	O	P	R	Y	
Composition	15	15	7	6	17	15	7	12	5	20	5	7	27	

# Implementation

- Implement with one grade level in the context of English LA & Spanish LA
- Train teachers: to develop reliability, partner classroom teacher & ELD specialist, and classroom teacher & SLD specialist
- Practice with small groups in ELA and SLA
- Create profiles & plan instructional responses
- Launch a second grade level

# Next steps ....

- Comments, questions & discussion

# Resources

- Beeman, K., Urow, C. (2013). *Teaching for Biliteracy – Strengthening Bridges between Languages*. Philadelphia: Caslon Publishing.
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