

School Readiness Math Work Session
October 7, 2008
Notes

Attendees:	Suzette Hygh
Rudi Andrus	Brian Mowry
Emily Beaird	Dana Nathanson
Tonda Brown	Kathryn Otto
Charlene Burgess	Sue Schnars
Sue Carpenter	Judy Silagy
Cathy Doggett	Aleena Shoemaker
Kelly Doyle	Amanda Teske
Carol Fenimore	Ramona Trevino
Hannah Gourgey	Kori Winchell

Purpose of Work Sessions:

To establish a *Regional Standard for School Readiness*. This is an end goal, many other conditions should be in place to reach this end goal.

How will we use this regional school readiness standard?

- These selected student competencies will serve as a baseline for the region that will help guide both instructional and assessment strategies.
- Toward these ends, the school readiness standards will include a series of instructional strategies, some generated from TEA and some from the work session participants.
- We will also develop a series of assessment strategies and a rubric that will help Pre-K Teachers, parents, guardians, and early childhood educators across ANY pre-k program monitor the school readiness of their children.
- Assessment strategies will provide some general sequencing of competencies to help guide student learning.

Goals for Session:

1. To prioritize 5 student competencies out of the 23 competencies detailed in the Math Pre-K Guidelines.
 2. To identify appropriate assessment strategies for the selected student competencies.
 3. To select 2 representatives to assist as needed in rubric development.
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Selection Criteria:

- Represented as student outcome in TEA Pre-K Guidelines
 - Be measurable
 - Is a predictive measure of a child's future education success
 - Can be shared across multiple audiences
 - Viability-(what does the classroom setting allow you to do?)
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Outcomes:

The following competencies were selected:

- Counting Skills

V.A.5- Child counts up to 10 items and demonstrates that the last count indicates how many were counted.

This competency was selected because participants agreed that it was predictive of future student success demonstrated cardinality. An understanding of cardinal concepts in number—e.g. counting—is highly predictive of future success in mathematics, particularly in algebra (Jordan, 2007). This competency was also found in the Maryland Pre-K Guidelines and in the National Council of Teachers of Mathematics Guidelines. Fourteen participants voted for this competency.

- Geometry and Spatial Sense Skills

V.C.1- Child names and describes common shapes and identifies these shapes in their environment.

This competency was selected with the following amendment: Child names and creates common shapes. Confrey (1994) explains that geometrical concepts developed from experiences with shape and similarity, such as splitting a figure into equal parts, contribute to children’s rudimentary understanding of proportional relationships, a form of reasoning that is highly related to success with decimals and ratios. A discussion also took place about adding another amendment to include child describes the shape. However there was concern that language skill level may impede the assessment. This competency was also selected by Maryland and Massachusetts. Eleven participants voted for this competency.

V.C.3- Child demonstrates use of location and select sequence words (such as “over”, “under”, “above”, “on”, “beside”, “next to”, “between”, “in front of”, “near”, “far”, etc.).

This competency was selected with the following amendment: to include first, second, next, last to the list of location words. A study conducted by Kamii et al. (2004) reveals that incremental shifts and developments in children’s spatial reasoning enhance their logico-mathematical knowledge in relation to seriation, classification, and number. According to Piaget and Inhelder (1956), logico-mathematical knowledge plays a more crucial role in students’ later success in mathematics (middle school and beyond) “rather than the learning of specific aspects of elementary school mathematics” (Kamii et al. 2004, p. 44). A discussion took place about considering the difference between receptive and expressive language acquisition when developing the assessment for this competency. Also, this competency should ideally be an outcome of kinder, first and second grade outcomes. Maryland and Massachusetts also chose this competency. Eleven participants voted for this competency.

- Measurement Skills

V.D.1- Child recognizes and compares heights or lengths of people or objects.

Participants agreed that this competency is developmentally appropriate and contributes to the cultivation of proportional reasoning skills. This competency is a precursor to transitivity. Maryland and NCTM also chose this competency; however NCTM included weight and volume as measurable attributes for children to identify. Participants agreed that this was too advanced for pre-k children. Seven participants voted for this competency.

- **Classification and Pattern Skills**

V.E.1- Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Sorting and classifying is a cognitive endeavor that builds upon and develops children's ability to abstract relationships, such as same and different—a form of logico-mathematical knowledge (Piaget & Inhelder, 1956) that underlies geometrical concepts (*e.g. understanding how a square is a special type of rectangle*), algebra (*e.g. understanding how variables correlate within a function*), and data analysis and statistics (*e.g. creating and sorting data within categories as represented on a graph*). Both Maryland and Massachusetts chose this. Eleven participants voted for this competency.

Alternate Competencies Considered:

V.E.3- Child recognizes and creates patterns.

Participants selected this competency as a runner up. Neuroscientific studies suggests that children's work with pattern completion exercises activates the portion of the brain strongly associated with executive level functioning, which is highly predictive of future success in mathematics (Blair et al. 2007). It was chosen by Maryland and Massachusetts; however in NCTM it is not highlighted but part of connection of focal points as an instructional strategy. Four participants voted for this competency.

V.A.9- Child recognizes one-digit numerals, 0-9.

This competency was selected as a runner up, as mastery of this skill is linked to success in high levels of math. However participants thought this competency may be too ambitious and would like to make the following amendment: Child recognizes **one-digit numeral, 0-5**. Maryland also chose this as a competency with emphasis upon child's understand of 0 as a digit. Five participants voted for this competency.

The following assessment strategies were identified:

- **Counting Skills**

1. Ask child to count objects during 1-on-1 play. Example: "Count these rabbits for me."
2. Assign counting job as a regular "helper" job. Example: Line leader is responsible for counting children in her line.
3. Track children counting during incidental play by keeping notes on a laminated poster with post-its.
4. Sing songs that incorporate counting. Example: Three Little Monkeys Jumping on the Bed.

▪ Geometry and Spatial Sense Skills

1. Play “I- spy” game to pick out shapes.
2. Ask child to create shapes in block center or shape mural or art activity. Example: “Make a black circle.”
3. Think aloud- Example when cooking use ordinal vocabulary, first, second.
4. Ask questions about order in storytelling.
5. Use picture schedule to explain pattern and ask questions like which came first.

▪ Measurement Skills

1. Comparing quantity of items
2. Hand tracing and comparing height and size, order by size.
3. Ask child to draw different sized shapes.
4. Ask child to predict and/or estimate- Example using peg boards “How many pegs tall are you?” Use non-standard unit of measures (How many hippos tall am I?)
5. Use “play-dough” to create objects and ask child to compare lengths. Example “Who has the longest snake?”
6. Ask child to use blocks to build objects of different lengths. (house versus skyscraper)

▪ Classification and Pattern Skills

1. Use sorting trays. Example: “Which animals belong in zoo and which animals belong in farm?”
2. Calendar
3. Send home a project for parents and child to create. Example: “Create turkey using two objects from home.”

Note: Many of these assessment strategies could go under multiple competency categories. Also, when adding another dimension to an assessment the level of rigor can be raised. For example, you can add multiple levels of sorting. And finally, these were identified as *suggested* strategies and we therefore recognize much more thought will be required in fleshing out the final assessment strategies.

Clinical interviews: Allow teacher to observe children’s thinking patterns and offers a process for observing multiple competencies in a single session.

The following instructional strategies were identified:

1. Many of the above assessment strategies are also instructional strategies that allow the instructor an opportunity to mark progress both formally and informally.
2. Narrate Activities; Think Aloud/Brain Talk

General Observations and Concerns

1. Criteria should include alignment with the K-TEKS
2. Assessment strategies should take into consideration social and cultural construction
3. Language barriers may mask child’s true ability and description of competencies beyond same audience.

4. Need to make sure that there is multiple evidence to demonstrate that a child knows something, while realizing that there are multiple contexts for assessment.
5. Children are not goal-oriented.
6. Want teacher to look for how behavior is transforming into middle mathematics.
7. Rubric is a guide- there are variations.
8. Need to be aware of level of support and the consistency across assessments- how much info is given when asking children questions.
9. Math outcomes don't reflect direction we want child to go mathematically.

What does child know in what context?

What is the level of support (scaffolding)?

What is the rubric for this support?

Volunteers to assist in assessment strategies and rubric development:

Aleena Shoemaker

Carol Fenimore

Brian Mowry

Kori Winchell

Ways to improve the Work Session:

Provide K-TEKS to address alignment

Scope and sequence

References:

- Blair, C., Knipe, H., Cummings, E., Baker, D.P., Gamison, D., Eslinger, P., & Thorne, S.L. (2007). A developmental neuroscience approach to the study of school readiness. In R.C. Pianta, M.J. Cox, & K.L. Snow (Eds.) *School readiness and the transition to kindergarten in the era of accountability*. (pp. 149-174). Baltimore, MD: Brooks Publishing Company
- Confrey, J. (1994). Splitting, similarity and rate of change: A new approach to multiplication and exponential functions. In G. Harel & J. Confrey (Eds.), *The development of multiplicative reasoning in the learning of mathematics*. (pp. 291-330). Albany, NY: State University of New York Press.
- Jordon, N.C. (2007). Do words count? Connections between mathematics and reading difficulties. In B. Berch & M. Mazzocco (Eds.), *Why is math so hard for some children: The nature and origins of mathematical learning difficulties and disabilities*. (pp.107-120). Baltimore, MD: Paul H. Brookes Publishing.
- Kamii, C., Miyakawa, Y., & Kato, Y. (2004). The development of logico-mathematical knowledge in a block-building activity at ages 1-4. *Journal of Research in Childhood Education*, 19(1). 44-57.
- Piaget J., & Inhelder, B. (1956). *The child's conception of space*. London: Routledge & Kegan Paul. (Original work published 1948).

School Readiness Social Emotional Work Session
October 27, 2008
Notes

Attendees:

Betsy Abell	Tanya Laws
Rudi Andrus	Amanda Little
Shanna Bass	Melayne Marchese
Candice Blount	Margaret McNeil
Tonda Brown	Frances Mitchell
Callie Burton	Carolyn Moreau
Sue Carpenter	Cindy Mosier
Claire Cooper	Sarah Packard
Michelle Crawford	Elaine Pogue
Dolores Cruz	Michelle Pope
Cathy Doggett	Elizabeth Sears
Dell Edwards	Sherry Trebus
Rosemary Garza	Ramona Trevino
Hannah Gourgey	Sue Williams
Deborah Jacobvitz	Kori Winchell

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 - Assessment strategies will provide some general sequencing of competencies to help guide student learning.
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Goals for Session:

1. To prioritize 5 student competencies out of the 21 competencies comprising the Social Emotional Domain in the TEA Pre-K Guidelines and 2 of the 4 competencies comprising the Physical Development Domain
 2. To identify appropriate assessment strategies for the selected student competencies.
 3. To select 2 representatives to assist as needed in rubric development.
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Selection Criteria:

- Represented as student outcome in TEA Pre-K Guidelines
 - Be measurable
 - Is a predictive measure of a child's future education success
 - Can be shared across multiple audiences
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D) Selected Child Competencies: Social Emotional & Physical Development

The following social emotional competencies were selected with recommended revisions (in green):

- **Behavioral Control**
1.B.1.c. Child regulates her own behavior and follows classroom rules and routine with occasional reminders or assistance from teacher.
This competency was selected with the amendment to combine 1.B.1.a Child follows classroom rules and routines with occasional reminders from teacher. Participants agreed that this competency was very important in a kindergarten classroom and emphasized attention to a task. 23 people voted for this competency because they felt it represented by understanding feelings and initial control of those feelings.
- **Emotional Control**
1.B.2.a. Child begins to understand difference and connection between feelings and behaviors and increases or decreases intensity (frequency and duration) of emotions more consistently.
This competency was selected with the amendment to combine 1.B.2.c. Child is able to increase or decrease intensity (frequency and duration) of emotions more consistently, although adult guidance is sometimes necessary. Participants agreed that this competency captured regulating emotion and stimulation and was related to controlling attention which is the basis of impulse/emotional control. A rubric would include a range of observable activities to measure child's ability since it may be a bit developmentally advanced for early pre-K. 12 people voted for this competency.
- **Control of Attention**
1.B.3.a. Child sustains attention to personally chosen or routine tasks until they are completed.
This competency was selected because participants agreed that it was related to attention span and regulating own behavior. Persistence is critical. 13 people voted for this competency.

- **Social Awareness**

1.D.2. Child demonstrates some understanding that others have perspectives and feelings that are different from her own and begins to empathize and demonstrate caring.

This competency was selected with the amendment to combine 1.C.6. Child demonstrates empathy and caring for others. Participants agreed that this competency involved problem solving and interacting and communication with peers. It was also emphasized in discussion that cultivating empathy evolved over several years, but that indications of empathy should emerge toward the end of the Pre-K year. 17 people voted for this competency.

- **Social Competence**

1.C.4. Child increasingly interacts and communicates with peers to initiate and maintain social interactions and pretend play scenarios that share a common plan and goal.

This competency was selected with revisions for several reasons. First, most agreed that initiating social interaction and demonstrating interest in group play were critical indicators of a child's social development. Second, a child willing to initiate these interactions demonstrated a stronger sense of self, than a child unwilling to do so, but who clearly wants to participate. Third, participants agreed that pretend play is very important in regulation of behavior-cognitive development. 17 people voted for this competency.

- **Self Concept**

1.A.4. Child shows initiative in independent situations and persists in attempting to solve problems and asks adults for help.

This competency was selected because participants agreed that it was predictive of future success. It is measurable in routine classroom activities and indicates internal locus control. Participants also thought that it was important to consider measuring attempts before a child gives up. Additionally, it is important to consider amendments in measuring this competency for children with special needs. 25 people voted for this competency.

“Runner Up” Competencies:

The following competencies had significant numbers of participants voting for them and therefore should be considered while developing assessment strategies, instructional models, and rubrics.

1.A.1. Child is aware of where own body is in space, respects personal boundaries.

Participants selected this competency as a runner up because it was considered foundational for children to identify personal and general space, but was ultimately not selected because it was embedded in physical development competencies. It was noted that this competency is particularly difficult for vulnerable children. 9 people voted for this competency.

1.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.

Participants selected this competency as a runner up, but was ultimately not selected because it was embedded in other competencies such as 1.A.4. **Child shows initiative in independent situations and persists in attempting to solve problems.** 9 people voted for this competency.

1.B.3.b. Child remains focused on engaging group activities for about 20 minutes at a time.

Participants selected this competency as a runner up. Participants determined that this competency should be amended to include “With activities that are engaging,” child remains focused on engaging group activities for 20 minutes at a time. Also, it was mentioned that this competency is largely dependent upon teacher skill level. Additionally, this ability varies according to age and in many pre-k classes there can be a broad range of ages and therefore broad range of development. Finally, it was suggested that a different measure may be needed for children with special needs. 8 people voted for this competency.

Physical Development

After a brief presentation by Michelle Pope of Texas State University explaining the importance of physical development as a foundation for social emotional development, the following physical development competencies were selected:

Gross Motor Skills

1X.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).

This competency was selected because participants agreed that it encompasses 3 key areas of gross motor physical development: object-control, loco-motor and dynamic stability. All three of these areas should be represented in the assessment process.

Fine Motor Skills

1.X.B.1. Child shows control of tasks that require small-muscle strength and control.

This competency was selected because it addresses skills that are integral in other critical competencies such as writing, drawing, and stacking. Further, these fine muscle skills also contribute to a child’s independence in such things as dressing and eating.

Physical Endurance

Child engages in sustained physical activity (5-6min).

At the recommendation of Dr. Pope and in full agreement by participants, this competency was added to recognize the growing trend of child obesity, and a growing body of research linking physical fitness to stronger student academic performance.

II) Assessment Strategies

The following general assessment strategies were identified for measuring social emotional competencies:

1. Survey (student, teacher, parent)
2. Artwork- draw a person “tell me about...”
3. Children conduct peer nomination (via pix) – individual assessment
4. Video with different peer mates (as suggested by teacher)
5. Computer programs (individual diagnostic tests ADD and impulse control).
6. Checklist for aggression
7. There was a general consensus that assessments needed to be built that complied with IDEA (Individuals with Disabilities Education Act) and that the rubrics would be as inclusive as possible.

Behavior Control:

1. Anecdotal observation
2. Checklist of behaviors to look out for
3. Using more than one teacher.
4. Marking over period of time.
5. Parent interviews and observations

Emotional Control:

1. Artwork
2. Pictures of emotions (instructional/assessment)
3. Puppet interviews
4. Teacher checklist

Control of Attention:

1. Children stay at centers for 20 minutes
2. Checklist of activities to see how they adhere.

Social Awareness:

1. Turn taking
2. Sharing
3. Puppets- demonstrate emotion
4. Teacher selects 1 child a week, each day s/he shares likes/dislikes, at end of week other children must write about the selected child of the week.

Social Competence:

1. Observation video tape. Teacher videotapes children in group play and reviews tape with child and asks questions about roles child selected to play.
2. Teacher reviews roles selected by children during dramatic play via a sign in sheet.
3. Planning time (High Scope Review)

4. Sociogram- teacher observes and records which children are sought out for play.

Self Concept:

1. Clinical interviews
2. Teacher creates scenarios where child should/could ask for help- example: teacher places toy out of reach to see how child problem solves by either asking for help (or by another means of problem solving) and measuring how long it takes child to realize her/his need for help.

Physical development assessment strategies:**Fine motor:**

1. Clinical interviews
2. Scissor grip/ pencil grip
3. Draw circle, square
4. Signature sample compare to beginning versus end of year and self portrait samples
5. Glue usage demonstrates strength and control

Gross motor:

1. Negotiate tricycle
2. Checklist- balance
3. Taking off socks and shoes and putting back on

Physical activity:

1. Plan activity that will last a specified amount of time.
2. Walking children to different activities.
3. During physical games such as colored circle games, which kids sitting down
4. Non-Competitive activities, which students are less mobile
5. Parent interviews

Assessment Strategy Considerations:

A discussion took place about the importance of considering cultural awareness in development and implementation of assessment strategies.

Also, it was noted that strategies need to be written in an understandable way to ensure that all ECE providers and parents feel confident in implementing them.

Curriculum Resources:

The following pre-k curriculum resources were mentioned:

1. Incredible years
2. Second Steps
3. High scope

Volunteers to assist in assessment strategies and rubric development:

Sherry Trebus, Candice Blunt

Language and Communication
Central Texas School Readiness Work Session
November 18, 2008
Notes

Attendees:

Annie Wells	Sue Carpenter
Claudia Barnes	Cathy Doggett
Petra Velarde	Karen Turner
Sherry Trebus	Mary Ellen Isaacs
Kathy Fite	Sheryl Prater
Hilda Franks	Sandra Broussard
Hannah Gourgey	Amy Calabrese
Amy Munoz	Montserrat Garibay
Tonda Brown	Melayne Marchese
Rosemary Garza	Pearl Perez
Gene McCaffrey	Deena Yantz
Kori Winchell	Janne Zochert
Jill Ramirez	Katie Jackson

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- Toward these ends, the school readiness standards will include a series of instructional strategies, some generated from TEA and some from the work session participants.
- We will also develop a series of assessment strategies and a rubric that will help Pre-K Teachers, parents, guardians, and early childhood educators across ANY pre-k program monitor the school readiness of their children.
- Assessment strategies will provide some general sequencing of competencies to help guide student learning.

Goals for Session:

1. To prioritize a set of child competencies out of the 26 competencies comprised in the Language and Communication Domain of the Pre-K Guidelines.
2. To identify appropriate assessment strategies for the selected student competencies.
3. To select 2 representatives to assist as needed in rubric development.

Selection Criteria:

- Represented as student outcome in TEA Pre-K Guidelines
- Be measurable
- Is a predictive measure of a child's future education success
- Can be shared across multiple audiences
- Is aligned with TEA's Texas Essential Knowledge & Skills (TEKS 2008-2009, 2009-2010)

Outcomes:

The following language and communication competencies were selected:

Listening Comprehension

11.A.1. Child shows understanding by responding appropriately.

This competency was selected because the wording allowed it to encompass a broad array of examples of comprehension and of conversational responses. It is reflected in the 2008-2009 Kindergarten and 1st Grade TEKS. 21 people voted for this competency.

Assessment Strategies:

- Observation of conversation with peers during center time and outside time
- Teacher observation of correct (physical) response
- Follows directions
- Participation in group activities (both verbal and non-verbal)
- Child responds to “w” questions

In developing the rubric a definition of “responding appropriately” should be included.

Conversation Skills

11.B.1. Child is able to use language for different purposes.

This competency was selected and re-revised to include 11.B.2. Child engages in conversations in appropriate ways to read:

New Wording: Child engages in conversation in appropriate ways and for different purposes.

Participants selected this competency it reflected a key milestone of child development including the ability to express needs. Furthermore, its participants felt that there were a broad array of both instructional and assessment strategies to support this competency. Both instruction and assessment should include a recognition of other forms of symbolic communication. 23 people voted in favor.

Assessment Strategies:

- Game like “Simon Says” (activity can use language to express a need)
- Taking turns
- Observing non-verbal conversation rules
- Asks and responds to open ended questions
- Video taping (this can be included in as an assessment strategy for all competencies)
- Uses appropriate tone of voice for the situation

In developing the rubric a definition of the terms “engage” and “appropriate ways” should be included.

Speech Production

11.C.1. Child’s speech is understood by both the teacher and other adults at the school.

This competency was selected because it was determined to be an important skill and indicative of future success in other competencies. Further, most participants agreed

that a child who can be understood by teachers and adults could successfully comprehend the different sounds and intonations. Participants noted that interventions for this competency would likely require professional services such as speech therapy. 9 people voted for this competency and on review of the vote tallies, it was determined that this competency was necessary. The lower vote count reflected an assumption by participants that it would be included as the unanimous selection of this subcategory.

Assessment Strategies:

- Role play
- Can peers understand child
- Can communicate with others without being asked to repeat
- Can pass along message accurately

Vocabulary Skills

11.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.

Revised competency: [Child demonstrates an understanding of and expresses a wide variety of words to label and describe people, places, things, actions, ideas and feelings.](#)

This competency is also reflected in TEKS K-1 (2009-2010). The discussion for this competency centered on the specificity of “labeling and describing”. Participants concluded that the value of this competency would be strengthened by adding ideas and feelings (describing). Further, there was much agreement that our region needs to ensure that our children can comprehend 3,000-4,000 words, but the decision **not** to immediately prioritize this competency centered on how one “could measure” that scope of vocabulary comprehension. The result was the modified competency above and an agreement to ensure that instructional strategies prioritized adding new words daily and assessments monitored a child’s repeated use or understanding of these new words. 31 people voted for this competency.

Assessment Strategies:

- Use props or photos of an object or person and child describes the activities associated with object or person- “what does a fire fighter do?” Response can be verbal and non-verbal
- Following and describing classroom rules using vocabulary specific to classroom rules
- Draw a picture and describe picture
- Sort and label objects and describe why sorted accordingly
- Observation of play scenarios
- Shout outs during read alouds
- Retell the story

In developing the rubric a definition of “demonstrates understanding” should be included.

Sentence Structure

11.E.5. [Child combines sentences that give lots of detail, sticks to the topic and clearly communicates intended meaning.](#)

This competency was selected because it encompasses other concepts in sentence structure competencies. However, a suggestion was made to simplify the language used in this competency.

20 people voted in favor.

Assessment Strategies:

- Language experience
- Retelling a story
- Uses longer more complex sentences
- Uses vocabulary specific to subject or activity
- Gives lots of detail and sticks to topic
- Can provide own directions
- Puppets

In developing the rubric a definition of the following terms should be included: “lots of details” and “clearly communicates”

English Language Learner (ELL) Competencies

The group elected to keep all of the ELL competencies because the competencies captured the skills necessary for development of language and communication and is an area in need of increased focus from educators.

A discussion took place about whether or not to integrate the ELL assessment strategies into English strategies. There was discussion that separating out the competencies from their respective Language and Communication subcategories suggested that for those who are learning in another language the needs are different and could allow for greater attention. However, the group determined keeping the ELL competencies within the larger context of Language and Communication was important as a reference for instructors.

ELL instructors who teach in bilingual classrooms will utilize both sets of competencies. The first would assess a child’s progress in her native language. The ELL competencies listed below would be used as the child progresses in acquiring English language skills.

Listening Comprehension

11.A.3. Child shows understanding of the new language begin spoke by English-speaking teachers and peers.

Additional assessment strategies:

- Look for non-verbal demonstration of understanding- drawing and gestures
- Follows directions

Speech Production

11.C.3. Child investigates and demonstrates growing understanding of the sounds and intonation of the English language.

This competency was revised: [Child experiments, imitates, and demonstrates growing understanding of the sounds and intonation of the English language.](#)

Additional assessment strategies:

- Observation of increased participation, look for oral “approximations”
- One on one prompts and keep record of word approximation.
- Role play

Vocabulary Skills

11.D.6. Child increases listening vocabulary and begins to develop of object names and common English phrases.

Rewritten to read: Child increases receptive vocabulary and begins to learn new words and phrases.

Additional assessment strategies & rubric ideas:

- Using “experiences” like cooking (both instructional and assessment strategy)
- Uses an approximation of English word in describing object (both in speaking and in writing).

Conversational Skills

11.E.6. Child engages in various focus of non-verbal communication why those who do not speak her home language.

This honors the “silent period” children go through before they first experience a new language setting.

Additional assessment strategies:

- Look at child's gestures
- Child is engage by experimenting and participating in group activity
- Using native language

11.E.7. Child uses single words and simple phrases to communicate meaning in social situations.

Additional assessment strategies:

- Observing in group activities
- Communicates needs- example asks for food during lunch time
- Child names or describes actions
- Peer to peer communication in centers
- Imitating during play- acting like a teacher

Sentences and Structure

11.E.8. Child attempts to use new vocabulary and grammar in speech.

Additional assessment strategies:

- Observe use of simple phrases and short sentences- increased frequency
- Use appropriate tenses, subject, verb order

Volunteers to assist in assessment strategies and rubric development:

Amy Calabrese

Petra Velarde