ABSTRACT

Assessment plays an important role in the education of English Learners (EL). Results are used to identify, properly place and exit EL, from Sheltered English Immersion (SEI) classrooms. Periodical information from assessments is also used to monitor EL after they are mainstreamed. Assessments may be broken down into three categories, formal, informal, and teacher made assessments, all of which are integrated in the Scott Foresman Reading Program.

The Scott Foresman Reading Program has been used by most SEI teachers at the Cartwright Elementary School District for approximately two years. The purpose of the study is to determine those Scott Foresman assessment materials most often utilized by SEI teachers K-6 in the Cartwright School District to monitor and enhance writing, reading and oral language skills.

A survey was designed to determine the reading assessment components from Scott Foresman Reading Program most often utilized by SEI teachers. One hundred teachers were asked to indicate their use of formal and informal assessment components based on the program’s recommendations. They also listed any teacher made assessment they use to assess EL.

After a detailed analysis of the results it was concluded that most K-6 grade level teachers utilized and recommended the Selection Test, Ongoing
Assessment, Project Wrap Ups and Teacher Observation (during individual, small group or whole group reading activities). The assessment least administered and recommended for English Learners was the Placement Test.

It was also recommended that SEI teachers be allowed to order additional assessment components of their choice. This will insure a balance of the three types of assessment formal, informal, and teacher made tests which is recommended by the Scott Foresman Reading Program to obtain a more accurate analysis of English Learner’s needs.

Finally, choosing an appropriate test requires some knowledge of educational tests and measurement. Therefore, the last recommendation is for schools to provide staff development and support to design and use various forms of assessment. SEI Teachers need to continue to share ideas with other teachers. Most importantly teachers need to practice implementing these tests and develop an assessment plan that will benefit all English Learners.
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CHAPTER 1

THE PROBLEM

Introduction

Bilingual and English as a Second Language Education (ESL) are two of the most controversial topics in Education today. Day after day Bilingual and ESL teachers are faced with the pressure of teaching students of other languages to function in an all-English environment. As presented by many Proposition 203 supporters the controversies emerge when these programs do not produce the growth or results that the state expects when English Learners (EL) are given a standardized, nationally normed written test of academic subject matter in English (Proposition 203, 2001). What many refuse to recognize is that Bilingual and ESL education like many other programs are not perfect. The reputation of these programs can be compared to that of many which have emerged as solutions to today's educational problems. Some examples include Phonics, Whole Language, Transitional Math and New Math (Maceri, 1999). These programs, when implemented correctly, are expected to alleviate the pressures of those who work the closest with students, the teachers. Not content with the results of many of these programs educators continue to search for additional tools to meet the diverse needs of their students (Maceri, 1999).
One of the most recent tools implemented in schools today is the Sheltered English Immersion Model. In this model teachers with Bilingual and ESL endorsements have been presented with the challenge of educating students of other languages in English, to master the English language socially, culturally and academically (Proposition 203, 2000). Sheltered English Immersion (SEI) teachers are expected to help students accomplish this goal "as rapidly and effectively as possible" (Proposition 203, p. 150).

In order to accomplish this goal it is important that once an ESL program model is adopted by a school district, teachers continue to receive training in appropriate instructional methods for developing English language proficiency (Russell, 1999). Most importantly for this project is that training is provided on appropriate techniques used to assess the students in language acquisition.

**Development of the Problem**

When students come to school for the first time, state law requires that the governing board determine if a student needs English as a Second Language Instruction (ESL). This is usually determined by the results of district screening and identification procedures. After placement students are reassessed at least once a year to determine if the students have developed the English language skills necessary to succeed in an English Language Mainstream classroom (Proposition 203, 2000). The results of which are of limited value to teachers because they need to periodically assess what the students have learned, a very important factor when monitoring language acquisition (O'Malley and Pierce,
1996). As a result, SEI teachers have opted to periodically assess EL using a variety of forms of assessment in addition to standardized tests instruments to monitor students' progress.

One form of assessment widely recommended is "authentic assessment." Authentic assessment is the term used to describe various forms of assessment that reflect student learning, motivation, and attitudes on relevant classroom activities. Examples of authentic assessment include oral interviews, story or text retelling, writing samples, exhibitions, portfolios and so on (O'Malley and Pierce, 1996). "Those engaged in these efforts argue that keeping track of student growth and development in these "authentic" ways enhances professional development by encouraging teacher to think more deeply about their teaching, its objectives, methods, and results" (Darling-Hammond, Ances and Falk, 1995, p. 13). In addition to students' growth and development, "authentic assessment can assess students at all levels of proficiency for language and content knowledge in both English and in Spanish" (O'Malley and Pierce, 1996, p. 6).

Not satisfied with the design and content of existing tests, some teachers prefer to design their own test materials to specifically assess an area of study. Some claim that existing test designs and content are too difficult and have managed to obtain valuable data by simplifying tests or designing their own.

Most school Districts have procedures for identification of EL, program placement and exiting. Nevertheless, SEI teachers are the closest people working with EL and are viewed as the primary persons responsible for these
students’ progress. SEI teachers have the responsibility to monitor student progress and determine when they are ready for an English Language Mainstream Classroom. For this reason SEI teachers see the urgency to identify and implement the most effective “techniques to assess students’ work that would strengthen their ability to provide effective instruction and prepare ESL students for grade-level classrooms” (O’Malley and Pierce, 1996, preface x).

**Need for the Study**

This study will focus on the student population of Cartwright District No. 83, in Phoenix, Arizona. The district offers Sheltered English Immersion Language program for students whose primary language is not English. According to Proposition 203, in a "Sheltered English Immersion" classroom setting all instruction is in English with minimal use of home language. ESL methods are used to help the EL transition gradually into English. The primary goal of the SEI program is to allow students to become proficient enough in English to succeed in English Language Mainstream classrooms (Proposition 203, 2000).

Like students in any other special program, students in SEI classrooms need to be "properly monitored, a standardized, nationally-normed written test of academic subject matter given in English shall be administered at least once each year to all Arizona public schoolchildren in grades 2 and higher" (Proposition 203, p. 151). Nevertheless, "a teacher evaluation of the student’s English language proficiency and assessment of the student’s readiness to
succeed in an English course of study" (Proposition 203, 2000) is essential when considering student's needs. Teacher implementation of "appropriate assessment has the potential to ensure that these students are on course to becoming literate and able to participate in an English language classroom setting" (O'Malley and Pierce, 1996, pg. 96). It is essential that "rigorous and comprehensive assessment and accountability system must be an added dimension of all Bilingual/ESL programs" (Hatton, 1999). With this in mind the Cartwright School District has adopted a new reading program that promises:

- a full compliment of materials to meet teacher assessment needs. For formal assessments of unit skills and selections, there are three different tests for which to choose. For informal assessment, the Assessment Handbook contains surveys, observation forms, and reporting forms in English and Spanish. These can help teachers make student self assessment and peer assessment, portfolios, ongoing observations, and grading more efficient. Also, the Teacher's Edition provides tools to make both immediate and long-term decisions about the instructional need of students. (Scott Foresman, 2000, p. 7)

The teachers at the Cartwright School District have been able to use the materials in the Scott Foresman adoption for two years. Because the reading program has a variety of assessment materials it is important to disseminate which of these Scott Foresman assessments are most appropriate for monitoring EL progress as determined by SEI teachers. It is important to determine if indeed these assessments are meeting the needs of EL and Bilingual teachers.
Purpose of the Study

The purpose of the study is to determine those Scott Foresman assessment materials most often used by SEI teachers K-6 in Cartwright District to monitor EL in writing, reading and oral language skills.

Research Question

What are some of the most prominent Scott Foresman assessment components used to assess writing, reading and oral proficiency of EL as determined by SEI practitioners at the Cartwright School District?

Significance of the Study

The dissemination of the most effective language arts assessment models will benefit EL at Cartwright School District because "these assessments enable students to construct information and challenge students to use their language and other forms of communication to communicate their understandings and applications of knowledge" (O'Malley and Pierce, 1996, pg. 31).

SEI teachers at Cartwright School District will also benefit from the data obtained from this study, because proper assessment techniques, when implemented by teachers, can serve as a guide to plan student centered lessons. Most importantly, results will help teachers present valid assessment information in an organized manner to parents, future teachers and other staff members who contribute to the progress of EL.
Definition of Terms

English Learner (EL) - "means a child who does not speak English or who is not currently able to perform ordinary classroom work in English" (Proposition 203, p. 150).

Bilingual Education Language Instruction (BLE) - "means a language acquisition process for students in which much or all instruction, textbooks, or teaching materials are in the child's native language other than English" (Proposition 203, p. 150).

English as a Second Language Instruction (ESL) - "the field of English as a second language; course, classes and/or programs designed for students learning English as an additional language" (Teachers of English to Speakers of Other Languages (TESOL), 1997, p. 154).

Sheltered English Immersion (SEI) - "means an English acquisition process for young children in which nearly all classroom instruction is in English but with the classroom curriculum and presentation designed for children who are learning the language. Books and instructional materials are in English and all reading, writing, and subject matter are taught in English" (Proposition 203, p. 150).

English Language Mainstream Classroom - "means a classroom which the students either are native English language speakers or already have acquired reasonable fluency in English" (Proposition 203, p. 150).
CHAPTER 2
THE LITERATURE REVIEW

Introduction

"Accurate and effective assessment of language minority students is essential to ensure that EL gain access to instructional programs that meet their needs" (O'Malley & Pierce, 1996, p.3). Appropriate assessment approaches lead to accurate identification, proper program placement and adequate monitoring of student progress (O'Malley & Pierce, 1996). "Throughout a school program, ongoing assessment is used to measure students' mastery of the objectives of the curriculum. Diagnosis may include the use of Standardized criterion-referenced tests, teacher-made tests... and other appropriate data" (Ovando & Collier, 1985, p. 232). In this study the researcher will concentrate on both formal and informal assessments materials provided by Scott Foresman Reading Program and their recommended use in monitoring ELL student's writing, oral and reading progress in the classroom by Scott Foresman and other researchers.
Formal Assessment

The most traditional forms of formal assessments are standardized tests. Standardized tests have influenced the way students learn and the way teachers teach. In order to raise tests scores some teachers have dishonestly been teaching to the test. Has this increased student test results? According to some researchers,

as schools have begun to "teach to the tests," the scores have become ever poorer assessments of students' overall abilities, because class work oriented toward recognizing the answers to choice questions does not heighten students' proficiency in areas that are not tested, such as analysis, complex problem solving, and written and oral expression. (cited in Darling-Hanson, Ances and Falk, 1995, p. 8)

The same problems are even more relevant when standardized tests are used for diagnostic purposes with EL. Limited English proficient students have problems understanding the format of the test, the vocabulary used and for those not proficient in English, language is the greatest issue.

Standardized tests use multiple-choice items, a format that may be unfamiliar to students with limited experience in U.S. public schools. Moreover, multiple-choice items assume a level of English language proficiency that ELL students may not have acquired. (O'Malley and Pierce, 1996, p. 4)

The use of complex language in the questions asked may be misunderstood or not understood at all by EL. Because of this, standardized tests usually present what students don't know and give little opportunity for students to show what they do know.

Finally, "the language components of standardized tests mainly assess reading and vocabulary knowledge and ignore progress in written and oral
language, important components of language-based instructional programs" (O'Malley and Pierce, 1995, p. 4).

Efforts to provide an assessment for English proficient students have led critics to develop standardized tests in the students' native language. However, if these tests are developed in other countries they are "not appropriate for students in this country because of dialectal, vocabulary, or curricular differences" (Ovando and Collier, 1985, p. 233).

Standardized tests are continually criticized by many educators. However, this does not mean that standardized tests have no role in the assessment of EL. Standardized tests have an important role in at least four components of an overall testing program: (1) to compare individual or group performance with an external normative group, (2) to identify relative strengths and weaknesses in skill areas, (3) to monitor annual growth in skills, and (4) for program evaluation. (cited in O'Malley and Pierce, 1995, p. 4)

Book companies have sensed the need to include ample preparation opportunities within their programs. Ongoing preparation and monitoring is important not only for EL but for all students. Scott Foresman Reading Program provides weekly opportunities for teachers to teach the skills and strategies students need to succeed in all their reading tasks. Scott Foresman provides many Practice Book pages including the Selection Tests, which contain items that reflect common standardized test formats. This allows students the opportunity to become familiar with these question formats. In addition, Selection Tests and Unit Skills Tests are similarly constructed to provide further practice. (Scott Foresman, 2000, p. 6)

The assessment portion of Scott Foresman Reading Program provides six tests from which teachers can choose. These assessments when combined are designed to assist with the preparation of students in a variety of test taking skills. When used appropriately these tests provide a starting point for teachers
and continue to "provide a range of information about students' proficiency" (Scott Foresman, 2000, p.68). Throughout the year teachers are given the freedom to "pick and choose the tests that meet the assessment needs in their classroom." These tests have differing purposes for example:

The Placement Tests assesses the vocabulary and comprehension skills from previous, current and next grade level. It's designed to identify students who are on grade level, those who need interventions and those who could benefit from more challenge. It's also used to recognize how best to shape the curriculum to fit all students needs. The test can be administered the beginning of a school year or throughout the year as needed, to understand instructional requirements of new students (Scott Foresman 2000, p. 70).

The Selection tests measure a student's understanding of the main selections in Scott Foresman Reading. It assesses students' understanding of what they read on a frequent basis. Teachers can administer test after students have read a selection (Scott Foresman, 2000, p. 72)

Unit Skills Tests periodically assess student's performance. Unit tests may be administered at the end of each unit approximately every six weeks and End-of-year skills tests at the end of the year. Both tests measure a student's proficiency at specific skills such as; comprehension, vocabulary skills, phonics/word study, study skills, and literacy skills. These tests are written in multiple-choice format and separate answer sheets a great exposure to standardized test models, including TAAS (Scott Foresman, 2000, p. 74, 78).

The Unit Benchmark Tests and the End-of-year benchmark test measure a student's ability to apply skills and strategies taught in the program. The questions are in various formats, including multiple choice, short answer, and essay. This helps with the preparation for many standardized tests. The test assesses reading comprehension, critical thinking skills, literacy skills and genres, vocabulary strategies, and word study/phonics skills. Benchmark Tests can be administered at the end of each unit and also at the end of the school year (Scott Foresman, 2000, p. 76, 80).

All of these assessments are offered K-6, gradually preparing students at each grade level for standardized tests. Standardized tests play an important role in assessing EL. It is essential that throughout the year teachers include ample preparation and practice in order for EL to succeed when taking "large-
scale assessment, administered on an annual basis at the district or state level, that may be high stakes in nature and outside the scope of instructional practices" (Short, Gomez, Cloud, Katz, 2000, p. 5-6).

**Informal Assessment**

"Assessment implies the compilation of information from multiple measures using a variety of different sources and methods over an extended time span. A sound educational decision rests on gathering and interpreting data that are rich and representative of the whole student" (Short, 2000, p. 5-6). Educators and researchers are often seeking alternative ways of assessing student ability and performances. The intention is to provide teachers with information that will help them develop strategies that are helpful to the real needs of individual children (Darling-Hammond, Ances and Falk, 1995).

These alternative or informal ways are recognized as authentic assessment because "they engage students in 'real world' tasks rather than in multiple-choice exercises, and evaluate students according to criteria that are important for actual performance in the field" (cited in Darling-Hammond, Ances and Falk, 1995 p. 10).

"Authentic assessments have four common characteristics. First, they are designed to be truly representative of performance in the field. Students write for real audiences instead of taking spelling tests and learning about writing techniques in isolation. In science, students conduct real science experiments rather than learning about science through books and then answering scientific
questions" (Darling-Hammond, Ances and Falk, 1995, p. 13-14). When students are engaged in hands-on activities teachers can observe strengths that would not be revealed on multiple-choice tests (Darling-Hammond, Ances and Falk, 1995, p. 13-14).

Second, "the criteria used in the assessment seek to evaluate "essentials" of performance against well-articulated performance standards. This criteria, is expressed to students and others in the learning community" (Darling-Hammond, Ances and Falk, 1995, p. 14).

One example of this type of criteria is presented in a scoring scale referred to as a rubric. In rubrics, numerical values are associated with performance levels, such as 1=Basic, 2=Proficient, and 3-Advanced. The criteria for each performance level must be precisely defined in terms of what the student actually does, to demonstrate skills on proficiency at the level (O'Malley and Pierce, 1996).

Third is self-assessment, self-assessment promotes direct involvement in learning. Students are allowed to make decisions as to what type of activities in which they are to engage in order to learn a concept. They are encourages to use their time appropriately (O'Malley and Pierce, 1996).

Fourthly, students are expected to present their work publicly and orally. This deepens their understanding of what they have learned by presenting information in ways that can be understood by others. Some examples of authentic assessments are:
Oral interviews: The oral proficiency of EL should be assessed regularly. Students can respond orally to questions on different topics. Teachers can use interviews to assess English acquisition or the understanding of concepts being taught (O'Malley and Pierce, 1996).

Story or text retelling: In this type of assessment, students read or listen to a story and then retell the main idea or most important point. All students can participate in story retelling even those who are less proficient in English.

What makes it an assessment approach is the systematic collection of recorded information about the performance of individual students. Students respond orally and can be rated on how they describe the events in the story (story structure), their response to the story or text, and/or their language proficiency. (O'Malley and Pierce, 1996, p.11)

Project or exhibitions: Students may complete a project and display it in various forms. An exhibition can include models, role-plays, videotape segments, and graphs. This approach may be particularly effective when EL are taught to communicate step-by-step procedures or project description (O'Malley and Pierce, 1996).

Experiments or Demonstrations: Students conduct experiments during a science lesson and report orally or in written form on observations, procedures and conclusions. A demonstration can be a detailed explanation of the function of equipment. Example: Microscope, balance.

Some of the areas in which students are rated are understanding of concept, oral presentation, use of vocabulary, completeness of procedures, and understanding of scientific methods (O'Malley and Pierce, 1996).
**Constructed-Response Items:** Students read textual materials and then respond to a series of open-ended questions. This type of questioning can be used in all content areas. This is a good way of assessing what the students know. For EL this type of assessment can help students answer in a variety of ways appropriate to their different levels of English proficiency. By answering open-ended questions students are not limited to one word or one sentence. They can write exactly what they think and the way they reason (O'Malley and Pierce, 1996).

**Teacher Observation:** Teachers can observe students during formally and informal settings. The type of performances a teacher should look for are; the use of academic language, student discussions and high-level thinking used when students explain knowledge to one another.

In order for this to become an assessment teachers need to record and indicate how their performance shows progress or lack of understanding (O'Malley and Pierce, 1996).

**Portfolios:** Portfolios are folders with a collection of student work that is intended to indicate progress. The types of work samples may be; writing samples, science or social studies reports, and explanations of problem solving. Both the teacher and the student can choose what work samples will go in student portfolios. These work samples need to be scored along with a copy of the rubric used to score. In some cases teachers may decide to score the entire portfolio (O'Malley and Pierce, 1996).
This way of determining students' progress based on on-going classroom assignments and projects can be found in Scott Foresman Reading Program. The program recommendation is that these types of assessment be used "throughout the school year to measure students' growth development" (Scott Foresman, 2000, p. 25). The Scott Foresman reading teacher's edition features provide a variety of good opportunities to informally assess students. It also includes forms to record teacher observations, students self assessment, peer assessment and portfolio content evaluation.

**Ongoing Assessment:** Ongoing Assessment occurs throughout lessons and Guiding Comprehension. "Ongoing assessment, in form of "if...then..." statements throughout the lessons, guides the instruction." (Scott Foresman Teacher's Edition, 2000, p. 20)

**Reader Response: Creative Response:** Students response to text may be in the form of art activities, creative/dramatic activities oral response, personal response, written response. This helps students communicate their appreciation of author's and illustrators craft style, enjoyment of literature and attitude toward other groups and people's multicultural values.

**Theme Projects and Project Wrap Ups:** Collaboration activities and projects that allow students to research and report using many forms of technology. Finally, it offers variety of ideas of reporting research through written, oral, displays and media.

**Writing Process Lessons:** Students are walked through the writing process weekly and also in an end of the unit writing assignment. Students learn
to use graphic organizers to organize thought during rewriting activities students then use these ideas to write a first draft. Mistakes are corrected during the revised stage. In the revised stage students are given a checklist to focus on specific areas. Then students edit their paper check for spelling, capitalization, punctuation and complete sentences. Finally the students are ready to present their work. In the publishing stage students usually rewrite assignments in clean paper, type it, make it into a book and illustrate. Scott Foresman also provides a rubric to evaluate student's writing 4=Exemplary, 3=Competent, 2=Developing, 1=Emerging.

**Storytelling Activities:** In this activity students are encouraged to use their creativity to enhance their audience interest by adding character voices, sound effects, dramatization to story telling activities. They also explore with different point of view from which a story can be told.

**End-of Unit Observable Behaviors:** This list of behaviors are listed at the beginning of each unit to guide teachers when monitoring students behaviors throughout the Units. At the end of the Unit most students should be able to demonstrate that they can do all behaviors listed. (Scott Foresman Teacher's Edition, 2000 p. 240h)

This type of "assessment and instruction are interwoven and often indistinguishable from each other. This accounts for the constant, daily monitoring of student progress" (TESOL, 2000, p. 56). Scott Foresman Reading Program recommends that these types of assessment be used "throughout the school year to measure students' growth development" (Scott Foresman, p. 25).
The Scott Foresman Reading teacher's edition features provide a variety of good opportunities to informally assess students. The program also includes forms to keep records in order to help teachers "remember things when they need to reflect on a student at the end of the day (Scott Foresman, 2000, p. 26).

**Teacher Made Tests**

"In addition to the assessment instruments chosen by a school system for placement, diagnosis, exit and evaluation, teachers must also develop their own tests for daily or weekly diagnosis" (Ovando and Collier, 1985, p. 256).

Many teachers put a lot of effort into improving the assessment of EL. Unfortunately, many do not have adequate training. A common practice of teachers who know little about designing tests, is to use unit or chapter tests provided in the textbook. However, there are serious problems with this approach for SEI classes, because "this type of testing locks the program into teaching for the objectives of the particular set of materials chosen" (Ovando and Collier, 1985, p. 256). Therefore, it is common for teachers to find themselves teaching to the test rather than planning lessons to meet the students' needs.

Furthermore,

the tests and grading systems which teachers develop for their own day-to-day assessment are subject to many pitfalls, such as overly subjective scoring; construction of test items which are not valid or reliable; or the measurement of easy, trivial tasks and avoidance of problem solving and other more complex tasks. (Ovando and Collier, 1985, p. 232)
Teachers who choose to translate tests limit their students to multiple-choice tests because they are easier to grade. However, multiple-choice tests do not give a completely accurate assessment about the students' understanding of concepts. Finally, the results of these tests do not help the teachers as well the next year.

Development of an appropriate test is much more complicated than one might assume. The first step for teacher preparation is to take a course on educational tests and measurement to learn some of the basic principles in test construction (Ovando and Collier, 1985). It is also important that schools provide staff development and support to design and use various forms of assessment. Teachers need to continue to share ideas with other teachers. Most importantly teachers need to practice implementing these tests and develop an assessment plan that will benefit the whole school.

Summary

Assessment plays an important role in the identification of EL, proper program placement, and exiting procedures. Most importantly, project assessment is essential for monitoring the success of EL in classrooms. There is no doubt that the results of Standardized testing are essential in evaluating language based programs. On the other hand, these results are of little or no value to teachers because they are only administered once a year. SEI teachers need to know periodically if their students are progressing and identify areas in which they need further assistance. Especially, if students need help in
improving their test taking skills. This is one of the many reasons why SEI teachers continue to periodically assess students using assessment materials that resemble standardize tests formats.

This chapter presented various forms of assessment included in the Scott Foresman Reading Program used to monitor student progress. Both formal and informal assessments are proven ways of measuring students’ success, including limited English proficient students who need flexible ways of demonstrating their knowledge and skills. Assessments also provide teachers with information that will strengthen their ability to provide effective instruction and prepare EL for grade-level classrooms.
CHAPTER 3

METHODOLOGY

Purpose

The purpose of the study is to determine those Scott Foresman assessment materials most often used by SEI teachers, K-6, in Cartwright District to monitor and enhance writing, reading and oral language skills.

Research Design

The description research method is most appropriate for the proposed study for various reasons. "This research method allows the researcher to study relationships or events as they happen in human life situations" (Merriam and Simpson, 1995, p. 71-73). Descriptive method also includes the gathering of in-depth information by surveying a special population (Marriam and Simpson, 1995). A questionnaire was distributed to 100 SEI teachers of grade K-6. The survey intent was to gather data from SEI teachers K-6, to determine those assessment components from Scott Foresman Reading Program most often utilized by teachers to make instructional decisions that will enhance English language proficiency of English Learners (EL).
Source of data

A total of one hundred SEI teachers from the Cartwright School District completed a questionnaire. Indicating their use of formal and informal assessment components from Scott Foresman Reading Program based on the programs recommendation. Their choices were Often, Sometimes, Occasionally, and Never. Often (O) - indicated they had administered the test to most EL as recommended by the program. Sometimes (S) – indicated they had administered the test to most EL but not as often as recommended by the program. Occasionally (OC) - indicated they had not administered the test to most EL. Never (N) - indicated they had not administered the test to any EL.

The questionnaire also provided the opportunity for teachers to list other sources of information including teacher created assessments used to measure student's growth and make instructional decisions to better assist EL in their classroom. The one hundred SEI teachers answered the questionnaire found on the following page.
Please circle the grade you are currently teaching: K 1 2 3 4 5 6

Please indicate your use of the following formal and informal assessment components based on the Scott Foresman Reading Program recommendations.

<table>
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<th>Program Rec.</th>
<th>O</th>
<th>S</th>
<th>OC</th>
<th>N</th>
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<td>1. Placement Test</td>
<td>Once a year</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Selection Test</td>
<td>After each selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Skills Test</td>
<td>At the end of each unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. End-of-Year-Skills Test</td>
<td>Once a year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Benchmark Test</td>
<td>At the end of each unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. End-of-Year-Benchmark Test</td>
<td>Once a year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Please indicate how often you use the following opportunities featured in the Scott Foresman Reading Program to informally assess EL.

- a. Ongoing Assessment (if.. then... statements) throughout the lessons
  5-15 times
- b. Reader Response
  at the end of a selection
- c. Critical Response
  at the end of a selection
- d. Creative response
  at the end of a selection
- e. Theme Project
  once per unit
- f. Project Wrap Ups
  at the end of each unit
- g. Writing Process Lessons
  at the end of each unit
- h. Storytelling Activities
  at the end of each unit
- i. End-of-Unit Observables
  Behavior at the end of each unit

8. Please list other sources of information including teachers created assessments that you use to measure students' growth and make instructional decisions to better assist EL in your classroom.

1. _____________________________  3. ____________________________
2. _____________________________  4. ____________________________
Assumptions and Limitations

The researcher had been a Bilingual and ESL teacher at the Cartwright School District for 5 years and served as the Language Acquisition Lead Teacher at Sunset Elementary School for three years. One of the primary roles as the Language Acquisition Lead teacher was to assist in the identification and placement of EL by organizing the administration of initial assessment and yearly reassessment. This position widened the opportunity to work with SEI teachers, EL and their parents. The researcher’s experience together with the participation and cooperation of SEI teachers district wide greatly contributed to this project. The assumption was that those participating were honest and consistent in their responses. The description research method produced data that is applicable to a specific situation. The data obtained by this study is applicable to the students and faculty at Cartwright School District. Therefore, generalization is not the focus (Merriam and Simpson, 1995).

Procedures

The completion of this study took place in a series of steps. First, the researcher initiated the investigation by reading books, articles, and journals found in the internet. Once the researcher had become familiar with the various forms of assessment techniques a questionnaire was developed and distributed to one hundred SEI teachers at Cartwright School District. The research and the data obtained from the questionnaire served as a basis to determine the most prominent assessments being utilized in SEI classrooms at the Cartwright School District.
CHAPTER 4

ANALYSIS OF THE DATA

Demographics

The study was conducted in the Cartwright School District, a K-8 urban district in West Phoenix. The district has fifteen elementary schools, one school for handicapped, preschool and gifted education, two schools for special education students, and four middle schools. The district has a total of 19,500 students with steady, slow growth. One hundred SEI elementary school teachers from this district completed a questionnaire. The questionnaire was designed to determine the reading assessment component from Scott Foresman Reading Program most often utilized by SEI teachers to help them make educational decisions to best assist EL and accomplish English language mastery.

Findings and Results

There were eight comprehensive findings regarding use of assessments. The first part of the questionnaire asked for teachers to indicate the grade level currently teaching. From the one hundred SEI teachers that answered the questionnaire, eleven were Kindergarten teachers, thirteen were first grade teachers, seventeen were second grade teachers, seventeen were third grade
teachers, fourteen were fourth grade teachers, thirteen were fifth grade teachers and fifteen were sixth grade teachers. The teacher participants are displayed by grade level in the following graph.

**Graph 1. Teacher’s Grade Levels**

The assessment portion of the program is divided into primary K-3 and intermediate 4-6, therefore the researcher found it appropriate to categorize data into these two groups.
The first question of the questionnaire asked one hundred SEI teachers to indicate the use of the Placement Test. The program recommends that this assessment be administered once a year when a child first enters school. The results of the fifty-eight primary grade level teachers' responses are displayed in Graph 2. From the fifty-eight primary grade level teachers' responses, fourteen teachers indicated that they have administered the test to most EL as recommended by the program, five teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, seven teachers indicated that they have not administered tests to most of the EL, thirty teachers indicated that they have not administered the test to any of the EL and two teachers did not respond.

Graph 2.
From the one hundred SEI teachers that responded to question one, forty two are in intermediate grades. The results of the forty two intermediate grade level teachers' responses are displayed in Graph 3. From the forty two intermediate grade level teachers' responses, fourteen teachers indicated that they have administered the test to most EL as recommended by the program, six teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, five teachers indicated that they have not administered tests to most of the EL, thirteen teachers indicated that they have not administered the test any of the EL and four did not respond to this question.

Graph 3.

Placement Test 4-6

Use of Assessment
The second question of the questionnaire asked one hundred SEI teachers to indicate the use of the Selection Test. The program recommends that this assessment be administered after each reading selection is completed. The results of the fifty eight primary grade level teachers' responses are displayed in Graph 4. From the fifty eight primary grade level teachers' responses, twenty nine teachers indicated that they have administered the test to most EL as recommended by the program, six teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, four teachers indicated that they have not administered tests to most of the EL, eighteen teachers indicated that they have not administered the test to any of the EL and one teacher did not respond to this question.

Graph 4.

Selection Test K-3

Teacher Responses

<table>
<thead>
<tr>
<th>Use of Assessment</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Occasionally</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
From the one hundred SEI teachers that responded to question two, forty-two are in intermediate grades. The results of the forty-two intermediate grade level teachers’ responses are displayed in Graph 5. From the forty-two intermediate grade level teachers’ responses, twenty-six teachers indicated that they have administered the test to most EL as recommended by the program, eight teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, one teacher has not administered the tests to most of the EL, seven teachers indicated that they have not administered the test to any of the EL. All teachers responded to this question.

Graph 5.

Selection Test 4-6

Teacher Responses

4th
5th
6th

Use of Assessment
The third question of the questionnaire asked one hundred SEI teachers to indicate the use of the Skills Test. The program recommends that this assessment be administered at the end of each completed Unit. The results of the fifty eight primary grade level teachers' responses are displayed in Graph 6. From the fifty eight primary grade level teachers' responses, twenty teachers indicated that they have administered the test to most EL as recommended by the program, thirteen teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, four teachers indicated that they have not administered tests to most of the EL, twenty one teachers indicated that they have not administered the test to any of the EL. All primary grade level teachers responded to this question.

Graph 6.

Skills Test K-3

Teacher Responses

- Often: 77
- Sometimes: 6
- Occasionally: 3
- Never: 11
- No Response: 44

Use of Assessment

- K
- 1st
- 2nd
- 3rd
From the one hundred SEI teachers that responded to question three, forty two are in intermediate grades. The results of the forty two intermediate grade level teachers' responses are displayed in Graph 7. From the forty two intermediate grade level teachers' responses, fourteen teachers indicated that they have administered the test to most EL as recommended by the program, ten teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, eight teachers indicated that they have not administered tests to most of the EL, ten teachers indicated that they have not administered the test to any of the EL. All intermediate grade level teachers responded to this question.

Graph 7.

Skills Test 4-6

Use of Assessment
The third question of the questionnaire asked one hundred SEI teachers to indicate the use of the End-of-Year Skills Test. The program recommends that this assessment be administered once at the end of the year. The results of the fifty eight primary grade level teachers' responses are displayed in Graph 8. From the fifty eight primary grade level teachers' responses, fourteen teachers indicated that they have administered the test to most EL as recommended by the program, eight teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, nine teachers indicated that they have not administered tests to most of the EL, twenty five teachers indicated that they have not administered the test to any of the EL and two teachers did not respond to this question.

Graph 8.
From the one hundred SEI teachers that responded to question four, forty-two are in intermediate grade levels. The results of the forty-two intermediate grade level teachers' responses are displayed in Graph 9. From the forty-two intermediate grade levels teachers' responses, fourteen teachers indicated that they have administered the test to most EL as recommended by the program, six teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, four teachers indicated that they have not administered tests to most of the EL, fifteen teachers indicated that they have not administered the test any of the EL and three did not respond to this question.

Graph 9.
The fifth question of the questionnaire asked one hundred SEI teachers to indicate the use of the Benchmark Test. The program recommends that this assessment be administered at the end of each Unit. The results of the fifty eight primary grade level teachers' responses are displayed in Graph 10. From the fifty eight teachers responses, nineteen teachers indicated that they have administered the test to most EL as recommended by the program, eleven teachers indicated that they have administered the test to most EL but not as often as recommended by the program, two teachers indicated that they have not administered tests to most of the EL, twenty four teachers indicated that they have not administered the test any of the EL and two teachers did not respond.

Graph 10.
From the one hundred SEI teachers that responded to question five, forty-two are in intermediate grades. The results of the forty-two intermediate grade level teachers' response are displayed in Graph 11. From the forty-two intermediate grade level teachers' responses, eight teachers indicated that they have administered the test to most EL as recommended by the program, twelve teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, nine teachers indicated that they have not administered tests to most of the EL, ten teachers indicated that they have not administered the test to any of the EL and three teachers did not respond.

Graph 11.

Benchmark Test 4-6

<table>
<thead>
<tr>
<th>Teacher Responses</th>
<th>4th</th>
<th>5th</th>
<th>Occasionally</th>
<th>Never</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Occasionally</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>No Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Use of Assessment
The sixth question of the questionnaire asked one hundred SEI teachers to indicate the use of the End-of-Year Benchmark Test. The program recommends that this assessment be administered once at the end of the school year. The results of the fifty eight primary grade level teachers' response are displayed in Graph 12. From the fifty eight primary grade level teachers' responses, fourteen teachers indicated that they have administered the test to most EL as recommended by the program, seven teachers indicated that they have administered the test to most EL but not as often as recommended by the program, six teachers indicated that they have not administered tests to most of the EL, twenty eight teachers indicated that they have not administered the test to any of the EL and three teachers did not respond.

Graph 12.

End-of-Year Benchmark Test K-3

Use of Assessment

Teacher Responses

- Often
- Sometimes
- Occasionally
- Never
- No Response

- K
- 1st
- 2nd
- 3rd
From the one hundred SEI teachers that responded to question six, forty two are in intermediate grade levels. The results of the forty two intermediate grade level teachers' response are displayed in Graph 13. From the forty two intermediate grade level teachers' responses, thirteen teachers indicated that they have administered the test to most EL as recommended by the program, five teachers indicated that they have administered the test to most EL, but not as often as recommended by the program, seven teachers indicated that they have not administered tests to most of the EL, fourteen teachers indicated that they have not administered the test to any of the EL and three did not respond.

Graph 13.
The seventh question of the questionnaire asked one hundred SEI teachers to indicate how often they used the opportunities featured in the Scott Foresman Reading Program to informally assess EL students. The first opportunity is the Ongoing Assessment presented throughout the lessons in the form of if... then... statements. The results of the fifty eight primary teachers' response are presented in Graph 14. From the fifty eight teacher responses, seventeen teachers indicated that they have utilized this assessment with most EL as recommended by the program, eighteen teachers indicated that they have utilized this assessment with most EL, but not as often as recommended by the program, four teachers indicated that they have not utilized this assessment with most of the EL, eighteen teachers indicated that they have not utilized this form of assessment with any of the EL and one teacher did not respond to this question.

Graph 14.

Ongoing Assessment K-3

Teacher Responses

<table>
<thead>
<tr>
<th>Use of Assessment</th>
<th>Teacher Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
</tr>
<tr>
<td>Occasionally</td>
<td>5</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
</tr>
<tr>
<td>No Response</td>
<td>10</td>
</tr>
</tbody>
</table>

Legend:
- □ K
- ■ 1st
- □ 2nd
- □ 3rd
From the one hundred SEI teachers that responded to question 7a, forty two are in intermediate grades. The results of the intermediate grade level teachers' response are displayed in Graph 15. From the forty two teachers responses, fifteen teachers indicated that they have utilized this assessment with most EL as recommended by the program, fourteen teachers indicated that they have utilized this assessment with most EL, but not as often as recommended by the program, five teachers indicated that they have not utilized this form of assessment with most of the EL, six teachers indicated that they have not utilized this assessment with any of the EL and two teachers did not respond to this question.

Graph 15.

Ongoing Assessment 4-6

<table>
<thead>
<tr>
<th>Teacher Responses</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>66</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Occasionally</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>2</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>222</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The second opportunity is the Reader Response assignments recommended to be used at the end of a selection. The results of the fifty eight primary teachers' response are displayed in Graph 16. From the fifty eight teachers responses, twenty three teachers indicated that they have utilized this assessment with most EL as recommended by the program, thirteen teachers indicated that they have utilized this assessment with most EL but not as often as recommended by the program, two teachers indicated that they have not utilized this assessment with most of the EL and twenty teachers indicated that they have not utilized the assessment with any of the EL.

**Graph 16.**

![Reader Response K-3](image)
From the one hundred SEI teachers that responded to question 7b, forty two are in intermediate grades. The results of the forty two intermediate grade level teachers' response are displayed in Graph 17. From the forty two teachers' responses, eighteen teachers indicated that they have utilized this assessment with most EL as recommended by the program, eleven teachers indicated that they have utilized the assessment with most EL but not as often as recommended by the program, four teachers indicated that they have not utilized the assessment with most of the EL, eight teachers indicated that they have not utilized the assessment with any of the EL and one teacher did not respond.

Graph 17.

Reader Response 4-6

<table>
<thead>
<tr>
<th>Teacher Responses</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sometimes</td>
<td>8</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Occasionally</td>
<td>7</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Use of Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- ■ 4th
- ■ 5th
- ■ 6th
- □ No Response
The third opportunity is the use of the Critical Response assignments recommended to be used at the end of a selection. The results of the fifty-eight primary grade level teachers' response are displayed in Graph 18. From the fifty-eight teachers' responses, fourteen teachers indicated that they have utilized this assessment with most EL as recommended by the program, fourteen teachers indicated that they have utilized this assessment with most EL, but not as often as recommended by the program, four teachers indicated that they have not utilized this assessment with most of the EL, thirty-five teachers indicated that they have not utilized this assessment with any of the EL and two teachers did not respond.

Graph 18.
From the one hundred SEI teachers that responded to question 7c, forty two are in intermediate grades. The results of the forty two intermediate grade level teachers' responses are displayed in Graph 19. From the forty two teachers responses, thirteen teachers indicated that they have utilized this assessment with most EL as recommended by the program, nine teachers indicated that they have utilized this assessment with most EL, but not as often as recommended by the program, nine teachers indicated that they have not utilized this assessment with most of the EL, nine teachers indicated that they have not utilized this assessment with any of the EL and two teachers did not respond.

Graph 19.
The fourth opportunity featured in the program is the Creative Response assignments recommended to be use at the end of a selection. The results of the fifty eight primary grade level teachers' response are displayed in Graph 20. From the fifty eight teachers' responses, twelve teachers indicated that they have utilized this assessment with most EL as recommended by the program, fifteen teachers indicated that they have utilized this assessment with most EL, but not as often as recommended by the program, five teachers indicated that they have not utilized this assessment with most of the EL, twenty four teachers indicated that they have not utilized this assessment with any of the EL and two teachers did not respond.

**Graph 20.**

![Bar chart](chart.png)

**Creative Response K-3**

- **Teacher Responses**
  - Often: K (6), 1st (3), 2nd (0), 3rd (0)
  - Sometimes: K (3), 1st (5), 2nd (0), 3rd (0)
  - Occasionally: K (7), 1st (4), 2nd (1), 3rd (0)
  - Never: K (11), 1st (4), 2nd (0), 3rd (2)
  - No Response: K (0), 1st (0), 2nd (0), 3rd (0)

**Use of Assessment**
From the one hundred SEI teachers that responded to question 7d, forty two are in intermediate grades. The results of the forty two intermediate grade level teachers' response are displayed in Graph 21. From the forty two teachers' responses, six teachers indicated that they utilized this assessment with most EL as recommended by the program, thirteen teachers indicated that they have utilized this assessment with most EL but not as often as recommended by the program, eleven teachers indicated that they have not utilized this assessment with most of the EL, ten teachers indicated that they have not utilized this assessment with any of the EL and two teachers did not respond.

Graph 21.
The fifth opportunity featured in the program is the Theme Project assignments offered per unit. The results of the fifty eight primary teachers' responses are displayed in Graph 22. From the fifty eight teachers responses, eight teachers indicated that they have utilized the assessment with most EL as recommended by the program, nine teachers indicated that they have utilized the assessment with most EL but not as often as recommended by the program, ten teachers indicated that they have not utilized the assessment with most of the EL, twenty nine teachers indicated that they have not utilized the assessment with any of the EL and two teachers did not respond.

Graph 22.

![Graph 22: Theme Projects K-3](image)
From the one hundred SEI teachers that responded to question 7e, forty-two are in intermediate grades. The results of the forty-two intermediate grade level teachers' responses are displayed in Graph 23. From the forty-two teachers responses, four teachers indicated that they have utilized the assessment with most EL as recommended by the program, nine teachers indicated that they have utilized the assessment with most EL, but not as often as recommended by the program, eleven teachers indicated that they have not utilized the assessment with most of the EL, seventeen teachers indicated that they have not utilized the assessment with any of the EL and one teacher did not respond.

Graph 23.
The sixth opportunity featured is the use of the Project Wrap Ups at the end of each unit. The results of the fifty eight primary grade level teachers' responses are displayed in Graph 24. From the fifty eight teachers' responses, nine teachers indicated that they have utilized the assessment with most EL as recommended by the program, eight teachers indicated that they have utilized the assessment with most EL, but not as often as recommended by the program, eleven teachers indicated that they have not utilized the assessment with most of the EL, twenty eight teachers indicated that they have not utilized the assessment with any of the EL two did not respond.

Graph 24.
From the one hundred SEI teachers that responded to question 7f, forty two are in intermediate grades. The results of the forty two intermediate grade level teachers' responses are displayed in Graph 25. From the forty two teachers' responses, one teacher indicated that they utilized the assessment with most EL as recommended by the program, ten teachers indicated that they have utilized the assessment with most EL, but not as often as recommended by the program, thirteen teachers indicated that they have not utilized the assessment with most of the EL, seventeen teachers indicated that they have not utilized the assessment with any of the EL and one teacher did not respond.

Graph 25.

Project Wrap Ups 4-6

<table>
<thead>
<tr>
<th>Teacher Responses</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Occasionally</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

Use of Assessment
The seventh opportunity featured in the program is the use of the Writing process Lessons at the end of each unit. The results of the fifty-eight primary grade level teachers' responses are displayed in Graph 26. From the fifty-eight teachers' responses, eighteen teachers indicated that they have utilized the assessment with most EL as recommended by the program, sixteen teachers indicated that they have utilized the assessment with most EL, but not as often as recommended by the program, four teachers indicated that they have not utilized the assessment with most of the EL, seventeen teachers indicated that they have not utilized the assessment with any of the EL and three did not respond.

Graph 26.

Writing Process Lessons K-3

<table>
<thead>
<tr>
<th>Teacher Responses</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>66</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Occasionally</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
<td>111</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use of Assessment
From the one hundred SEI teachers that responded to question 7g, forty two are in intermediate grades. The results of the forty two intermediate grade level teachers’ responses are displayed in Graph 27. From the forty two teachers' responses, nine teachers indicated that they utilized the assessment with most EL as recommended by the program, twelve teachers indicated that they have utilized the assessment with most EL but not as often as recommended by the program, ten teachers indicated that they have not utilized the assessment with most of the EL, ten teachers indicated that they have not utilized the assessment with any of the EL and one teacher did not respond.

Graph 27.
The eighth opportunity featured in the program is the Storytelling Activities at the end of each unit. The results of the fifty eight primary grade level teachers' responses are displayed in Graph 28. From the fifty eight teachers' responses, eleven teachers indicated that they have utilized the assessment with most EL as recommended by the program, twelve teachers indicated that they have utilized the assessment with most EL, but not as often as recommended by the program, nine teachers indicated that they have not utilized the assessment with most of the EL, twenty three teachers indicated that they have not utilized the assessment with any of the EL and three did not respond.

Graph 28.
From the one hundred SEI teachers that responded to question 7h, forty two are in intermediate grades. The results of the forty two intermediate grade level teachers' responses are displayed in Graph 29. From the forty two teachers' responses, five teachers indicated that they have utilized the assessment with most EL as recommended by the program, eleven teachers indicated that they have utilized the assessment with most EL, but not as often as recommended by the program, seven teachers indicated that they have not administered tests to most of the EL, eighteen teachers indicated that they have not utilized the assessment with any of the EL and one teacher did not respond.

Graph 29.

![Graph 29](image-url)
The ninth Opportunity featured by the program is the End-of-Unit Observable Behaviors at the end of each unit. The results of the fifty eight primary grade level teachers' responses are displayed in Graph 30. From the fifty eight teachers' responses, ten teachers indicated that they have utilized the assessment with most EL as recommended by the program, twelve teachers indicated that they have utilized the assessment with most EL, but not as often as recommended by the program, seven teachers indicated that they have not utilized the assessment with most of the EL, twenty four teachers indicated that they have not utilized the assessment with any of the EL five teachers did not respond.

Graph 30.

End-of-Unit Observable Behaviors K-3

<table>
<thead>
<tr>
<th>Use of Assessment</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>0</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Occasionally</td>
<td>4</td>
<td></td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>6</td>
<td>44</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
From the one hundred SEI teachers that responded to question 7i, forty two are in intermediate grades. The results of the forty two intermediate grade level teachers' responses are displayed in Graph 31. From the forty two teachers' responses, two teachers indicated that they utilized the assessment with most EL as recommended by the program, eight teachers indicated that they have utilized the assessment with most EL but not as often as recommended by the program, eleven teachers indicated that they have not utilized the assessment with most of the EL, seventeen teachers indicated that they have not utilized the assessment with any of the EL and four did not respond.

Graph 31.
The Analysis of all K-3 results indicated that the most often utilized forms of assessments by Kindergarten SEI teachers are the Writing Process Lessons. On the other hand, SEI teachers in grades 1\textsuperscript{st}-3\textsuperscript{rd} preferred the Selection Test. The results also indicated that the most popular assessments sometimes used to assess EL are the Reader Response, Storytelling Activities, Ongoing Assessment, Critical and Creative Response, Theme Projects and Writing Process Lessons. SEI Teachers occasionally use the Ongoing Assessments, Placement Test, Theme Projects, Project Wrap Ups and Storytelling Activities.

Finally, the results clearly indicate that none of the assessments are used by Kindergarten teachers except for the Writing Process Lessons, Reader Response, Storytelling Activities and Ongoing Assessments. Teachers in grades 1\textsuperscript{st}-3\textsuperscript{rd} are less likely to use the End-of-Year Skills and Benchmark Tests, Theme Projects, Project Wrap Ups, End-of-Unit Observable Behaviors and Placement Test. Detailed Results are presented in Table 1.
<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K</strong></td>
<td>Writing Process Lessons</td>
<td>Reader Response</td>
<td>Ongoing Assessment (if.. then.. Statements)</td>
<td>All Assessments except the previous listed</td>
</tr>
<tr>
<td></td>
<td>Storytelling Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1st Grade</strong></td>
<td>Selection Test</td>
<td>Ongoing Assessment (if.. then.. Statements)</td>
<td>Placement Test</td>
<td>End -of-Year Skills Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Theme Projects</td>
<td>End of Year Benchmark Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Project Wrap Ups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2nd Grade</strong></td>
<td>Selection Test</td>
<td>Creative Response</td>
<td>Storytelling Activities</td>
<td>End-of-Year Benchmark Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Them Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing Process Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3rd Grade</strong></td>
<td>Selection Test</td>
<td>Ongoing Assessment (if.. then.. Statements)</td>
<td>Theme Projects</td>
<td>Placement Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Theme Projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Project Wrap Ups</td>
</tr>
</tbody>
</table>
The Analysis of the results from grades 4-6 indicated that the assessment most often utilized by SEI teachers to assess EL is the Selection Test. The assessments sometimes utilized are the Reader and Creative Response, Project Wrap Ups, Ongoing Assessment, Benchmark Test and Writing Process Lessons. The assessments occasionally used by most SEI teachers are the Theme Projects, Project Wrap Ups, Storytelling Activities, and End-of-Year Observable Behaviors. Finally, the results indicated that the assessments likely to be used with EL are the Placement Test, End-of-Unit Observable Behaviors, End-of-Year Skills Test, Theme Projects, Project Wrap Ups, and Storytelling Activities. Detailed Results are displayed in Table 2.

<table>
<thead>
<tr>
<th>Table 2. Data Analysis Results 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Often</strong></td>
</tr>
<tr>
<td><strong>4th Grade</strong></td>
</tr>
<tr>
<td><strong>5th Grade</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>6th Grade</strong></td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>
Question eight of the questionnaire asked teachers to list other sources of information, including teacher created assessments used to measure student's growth, and make instructional decisions to better assist EL in their classrooms. From the four kindergarten teachers that responded, three used a teacher created number and letter recognition test four times a year; two teachers used flashcards with small groups, one used a sound box and phonics pages in small groups to assess letter sound and vocabulary; two teachers used centers and small group activities with a paraprofessional to assess language concepts and one teacher assessed number recognition weekly through written work and the use of manipulatives. Seven teachers did not respond.

Seven first grade teachers responded to question eight. From the seven teachers that responded one teacher used two writing selections, one teacher used introducing letter and sound tests; one teacher used a list of words to see how many words students can call out; one teacher used running records and guided reading instruction; one teacher used Great Assessment once per week, one teacher did word wall activities and wrote sentences daily, one teacher utilized class made stories and books, one teacher used flash cards to assess vocabulary, one teacher used a picture word matching and an object/letter matching activity to assess vocabulary and letter sound, one teacher used repetition and visuals, one teacher used student writing, drawings and oral responses, one teacher used homemade tests that cover skills, one teacher searched ideas from websites, one teacher consulted the curriculum coordinator and mentor for ideas and activities and six teachers did not respond.
Eight second grade teachers responded to question eight. From the eight teachers that responded, two assessed reading when working with reading groups, one used running records, three made observations during read aloud, two teachers used teacher made tests, one conducted one on one oral reading assessments, one used the STAR test, in order to assess writing, one teacher used written responses to comprehension questions, two teachers used the 6-traits rubric to grade writing assignments, one teacher used daily writing activities, one teacher used story maps and character study. For oral assessment, one teacher used various diagrams to assess student understanding of story and reading skills, one teacher read to students and then assessed students' listening and comprehension skills, one teacher used show and tell presentations, one teacher assessed orally, and nine teachers did not respond.

Eight third grade teachers responded to question eight. From the eight teachers that responded to question eight, two teachers indicated that they used AR (Accelerated Reading Program) to assess reading, one teacher used the STAR program, one teacher used enrich lower level readers, one teacher used leveled readers with weekly stories, one teacher assessed students when they read with partners, in groups and individually, one teacher assessed reading comprehension by making up many additional questions, as the book offers few, one teacher counted words not misses when students are reading orally and then converted it into a percentage, one teacher used paper take home books for summarizing, reading strategies and word pattern recognition, one teacher used
reading, basic spelling, alphabet and number recognition sight words, one teacher used newspaper activities from NIE when they coincided with reading curriculum, one teacher used phonics, one teacher used oral review of objectives, for writing, two teachers used the 6-traits rubric one teacher used writing samples for different topics, one teachers used following direction activities to assess listening skills, one teacher kept notes from personal observations, and nine teachers did not respond.

The list provided by the teachers has been condensed to, the most commonly used sources of information, including teacher created assessments used to measure student's growth. The results are displayed in Table 3.

<table>
<thead>
<tr>
<th>Additional Sources</th>
<th>K Grade</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Assessment (numbers, letters, sounds... four times per year)</td>
<td>Writing Assignments</td>
<td>Teacher Observation during individual, small group or whole group reading activities</td>
<td>Accelerated Reading Program</td>
<td>6-Traits Writing Rubric</td>
</tr>
</tbody>
</table>
Six fourth grade teachers responded to question eight. From the six teachers that responded two teachers used teacher created comprehension questions for each story, one teacher used a teacher developed comprehension test for leveled books, one teacher used story retelling, one teacher used running records to assess reading, one teacher administered a pre-test on reading skills, vocabulary, comprehension test and then administered the real test, one teacher provided a study sheet for students to study for test, one teacher gave cloze exercises for vocabulary. For writing, one teacher used paragraph writing to summarize story, one teacher used journals and one teacher had students create their own stories, and eight did not respond.

Six fifth grade teachers answered question eight. From the eight teachers that answered, one teacher used a teacher made target skills test, one teacher used a strategy assessment, one teacher used running records, two teachers used oral reading and comprehension questions, one teacher used vocabulary matching tests, one teacher used leveled readers written response, one teacher used her own test to assess language arts. For writing two teachers used journals, one teacher used various student writings and graphic organizers. For oral evaluations one teacher used oral discussions, one teacher used plays and group activities and student made power point presentations, and seven teachers did not respond.

Seven six grade teachers answered question eight. From the seven teachers that answered, two teachers used AR (Accelerated Reading Program), one teacher used teacher created tests, one teacher used grammar, one teacher
used vocabulary recognition activities, one teacher used site words recognition, two used the adding English resource kit from Scott Foresman Reading Program, one teacher used other projects to assess language skills, and eight did not respond.

The list provided by SEI teachers grades 4-5 was condensed to, the most commonly used sources of information, including teacher created assessments used to measure student's growth. The results are displayed in Table 4.

Table 4. Most Commonly Used Sources 4-6

<table>
<thead>
<tr>
<th>Additional Resources</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Created Comprehension Tests</td>
<td>Use of Oral Reading and Comprehension Tests</td>
<td>Accelerated Reading Program</td>
<td></td>
</tr>
<tr>
<td>Journal Writing</td>
<td>Adding English Kit from Scott Foresman</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In order to determine those Scott Foresman assessment components most frequently utilized to assess EL and make specific recommendations, all data results were combined. The results are displayed in Table 5 and 6.

Results in Table 5 show that K-3 grade level teachers utilized the Selection Test, Ongoing Assessment, Project Wrap Ups and Teacher Observation (during individual, small group or whole group reading activities). The assessment least administered to EL was the Placement Test. The results for grades 4-6 were very similar. This group also used the Selection Test, Ongoing Assessment, and Project Wrap, but chose not to administer the Storytelling Activities. Another difference is that they used students’ Journal Writings instead of Teacher Observation to assess EL.

<table>
<thead>
<tr>
<th>Table 5. Combined Results of Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Results</strong></td>
</tr>
<tr>
<td><strong>for Grades K-3rd</strong></td>
</tr>
<tr>
<td>Often</td>
</tr>
<tr>
<td>Selection Test</td>
</tr>
<tr>
<td>Final Result for Grades 4&lt;sup&gt;th&lt;/sup&gt; – 6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Final data results K-6 displayed in Table 6 indicated that the Scott Foresman assessment most often utilized by SEI teachers in grades K-6 is the Selection Test. The Selection Test is a traditional form of assessment used to
“measure a student's understanding of the main selections in Scott Foresman Reading. It assesses students' understanding of what they read on a frequent basis” (Scott Foresman, 2000, p. 72). This assessment is provided in the students’ practice book which purchased for every child in the School District.

The Ongoing Assessment was frequently utilized to sometimes assess EL in the class. This assessment “occurs throughout lessons and Guiding Comprehension. ‘Ongoing assessment, in form of ‘if...then...’ statements throughout the lessons, guides the instruction” (Scott Foresman Teacher's Edition, 2000, p. 20). This assessment is found throughout the lessons in the Teacher's Manual.

The Project Wrap Ups were occasionally used to assess EL. Project Wrap Ups are collaboration activities and projects that allow students to research and report using written, oral, displays and media. This assessment is found at the end of each unit in the Teacher's Manual.

The Placement test was not utilized by SEI teachers to assess EL.

The Placement Test assesses the vocabulary and comprehension skills from previous, current and next grade level. It's designed to identify students who are on grade level, those who need interventions and those who could benefit from more challenge. It's also used to recognize how best to shape the curriculum to fit all students needs. The test can be administered the beginning of a school year or throughout the year as needed, to understand instructional requirements of new students (Scott Foresman 2000, p. 70).

Teacher Observations was the most commonly used source of information used by teachers to assess EL. Teachers can observe students during formally and informal settings. The type of performances a teacher should look for are:
the use of academic language, student discussions and high-level thinking used when students explain knowledge to one another. In order for this to become an assessment teachers need to record and indicate how their performance shows progress or lack of understanding (O'Malley and Pierce, 1996).

<table>
<thead>
<tr>
<th>Final Results for Grades K - 6th</th>
<th>Often</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Never</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Test</td>
<td></td>
<td>Ongoing Assessment (if../then../ statements)</td>
<td>Project Wrap Ups</td>
<td>Placement Test</td>
<td>Teacher Observation during individual, small group or whole group reading activities</td>
</tr>
</tbody>
</table>
CHAPTER 5

SUMMARY CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of the study is to determine those Scott Foresman assessment materials most often used by SEI teachers K-6 in the Cartwright District to monitor and enhance writing, reading and oral language skills.

Assessment plays an important role in monitoring the education of EL. Assessment is used to identify, properly place, and exit EL, from SEI classes. Assessment strengthens the ability of teachers to provide effective instruction and assist EL even after they are mainstreamed.

Assessments can be broken down into three categories, formal, informal, and teacher made assessments. All of which are integrated in the Scott Foresman reading Program. This reading program has been used by most SEI teachers at the Cartwright District for approximately two years.

A survey was designed and distributed to one hundred SEI teachers. The questionnaire asked for teachers to indicate their use of formal and informal assessment components based on the program's recommended use by checking one of the four options; Often, Sometimes, Occasionally or Never. SEI Teachers also listed any teacher made assessment they use to assess EL.
Conclusion

The information of the one hundred SEI teachers helped determine which of the Scott Foresman assessment components were most frequently utilized to assess EL. The researcher found it appropriate to categorize data into two groups because the assessment portion of the program is divided into primary K-3 and intermediate 4-6.

After a detailed analysis of the results it can be concluded that most K-3 grade level teachers utilized the Selection Test, Ongoing Assessment, Project Wrap Ups and Teacher Observation (during individual, small group or whole group reading activities). The assessment least administered to EL was the Placement Test. The results for grades 4-6 were very similar. This group also used the Selection Test, Ongoing Assessment, and Project Wrap and chose not to administer the Storytelling Activities. Another difference is that they used students’ Journal Writings instead of Teacher Observation to assess EL. The results of the data analysis are displayed in Table 5.

<table>
<thead>
<tr>
<th>Table 5. Combined Results of Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td><strong>Final Results for Grades K-3rd</strong></td>
</tr>
<tr>
<td><strong>Final Result for Grades 4th – 6th</strong></td>
</tr>
</tbody>
</table>
Recommendations

To determine those Scott Foresman assessment components most frequently utilized to assess EL and make specific recommendations, all data results were combined. The results are displayed in Table 6.

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Never</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Results</td>
<td>Selection Test</td>
<td>Ongoing Assessment</td>
<td>Project Wrap Ups</td>
<td>Placement Test</td>
<td>Teacher Observation during individual, small group or whole group reading activities</td>
</tr>
<tr>
<td>for Grades K-6</td>
<td>(if.. then.. statements)</td>
<td>(if.. then.. statements)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A combination of the Data results K-6 indicated that the Scott Foresman assessment most often utilized by SEI teachers in grades K-6 is the Selection Test. The Selection Test is a traditional form of assessment used to “measure a student's understanding of the main selections in Scott Foresman Reading. It assesses students' understanding of what they read on a frequent basis” (Scott Foresman, 2000, p. 72). This assessment is provided in the students’ practice book which purchased for every child in the School District. The first recommendation is that the District continues to provide this assessment, as it is widely utilized by SEI teachers.

The Ongoing Assessment was frequently utilized to sometimes assess EL in the class. This assessment “occurs throughout lessons and Guiding Comprehension. ‘Ongoing assessment, in form of ‘if...then...’ statements throughout the lessons, guides the instruction” (Scott Foresman Teacher’s
Edition, 2000, p. 20). This assessment is found throughout the lessons in the Teacher’s Manual. The second recommendation is to encourage SEI teachers to continue the use of this technique.

The Project Wrap Ups were occasionally used to assess EL. Project Wrap Ups are collaboration activities and projects that allow students to research and report using written, oral, displays and media. This assessment is found at the end of each unit in the Teacher’s Manual. The third recommendation is that SEI teachers continue to these projects to assess EL.

The Placement Test was never used to assess EL. This assessment was supposed to be administered when a student first enters school. The Placement Test assesses “vocabulary and comprehension skills from previous, current and next grade level. It’s designed to identify students who are on grade level, those who need interventions and those who could benefit from more challenge” (Scott Foresman 2000, p. 70). The fourth recommendation is not to purchase this assessment for SEI classrooms.

Teacher Observations was the most commonly used source of information used by teachers to assess EL. Teachers can observe students during formally and informal settings. The type of performances a teacher should look for are; the use of academic language, student discussions and high-level thinking used when students explain knowledge to one another. In order for this to become an assessment teachers need to record and indicate how their performance shows
progress or lack of understanding (O'Malley and Pierce, 1996). The fifth recommendation is for SEI teachers to continue using this assessment technique.

Furthermore, a balance of the three types of assessment formal, informal, and teacher made tests is recommended by the Scott Foresman Reading Program to obtain a more accurate analysis of English Learner's needs. Therefore, the fifth recommendation is to allow SEI teachers to individually order additional assessment components of their choice. This, will avoid unnecessary purchase of materials that may or may not be utilized by SEI teachers.

Finally, choosing an appropriate test is much more complicated than one might assume. The first step for teacher preparation is to take a course on educational tests and measurement to learn some of the basic principles in test construction (Ovando and Collier, 1985).

The last recommendation is for schools to provide staff development and support to design and use various forms of assessment. SEI Teachers need to continue to share ideas with other teachers. Most importantly teachers need to practice implementing these tests and develop an assessment plan that will benefit the all English Learners.
REFERENCE LIST


