Instructional and Assessment Strategies to Support Content Area Teachers
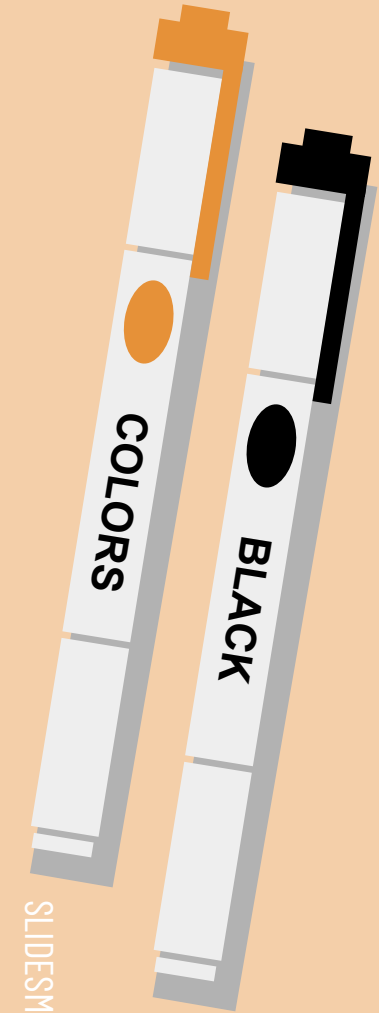
November 12th, 2023
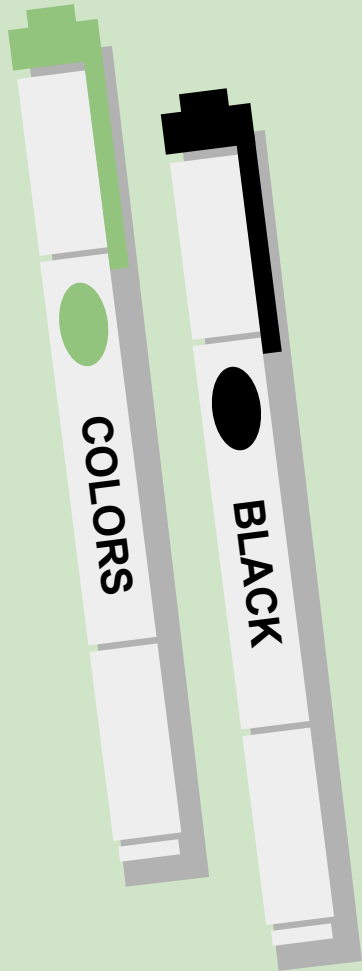
slide presentation

handout

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Welcome!
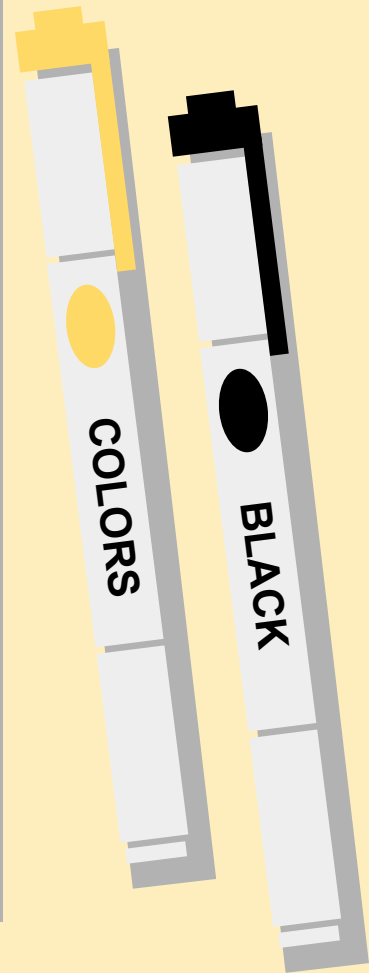
We're so glad you're here to learn with us!

Kristijana Dogan

Andrea Eklund
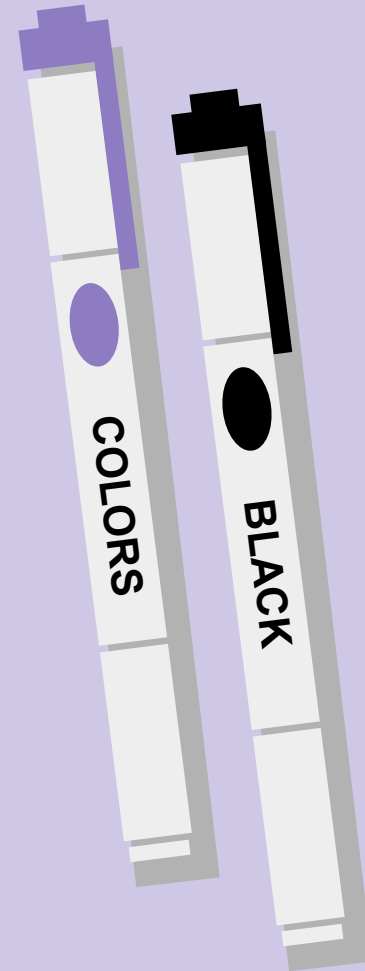
Session Goals

- ☑ Instructional Strategies

- ☑ Assessment Strategies

- ☑ Access Points for Collaboration with Content Teachers

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Instructional Strategies

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Activate Prior Knowledge

Think about what you know about the topic. Connect the new information to something from background knowledge.

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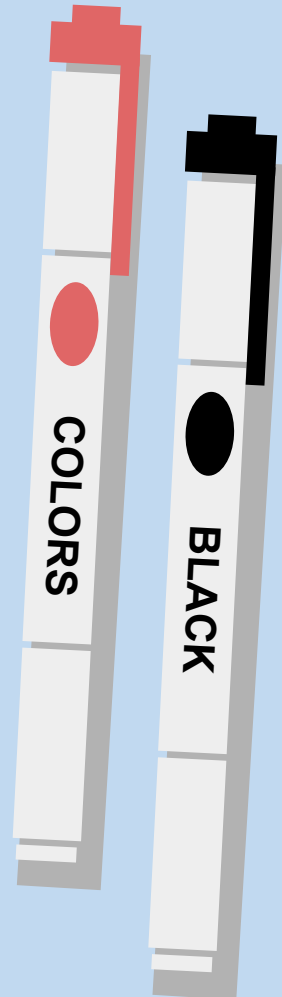
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Activate Prior Knowledge:

- Make an analogy, metaphor, or simile to describe new learning.
- Link the task, text, or information to something you've done before.
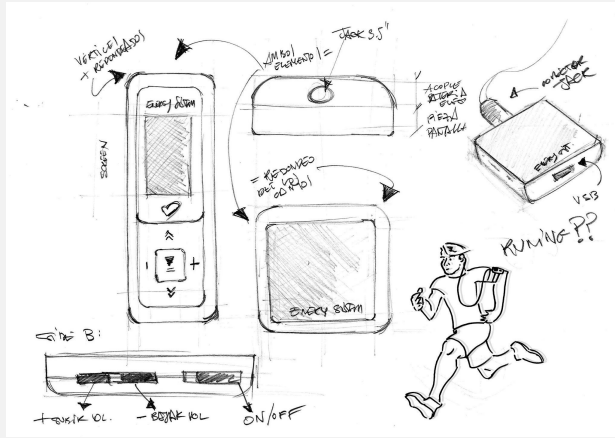- Make a personal connection to the new information.

Why it works...

-provides a framework for constructing new knowledge

-increases reading comprehension
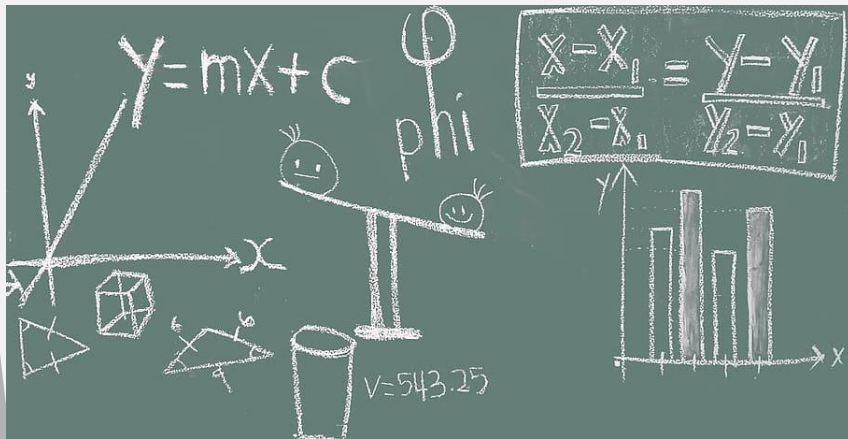
When to imbed it...

-before introducing a new concept, content, or essential vocabulary

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Visualize

Use images (real or mental) to learn new information, solve a problem, or remember key concepts.

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Visualize:

- Make a mental movie while reading a story.
- Draw a math problem.
- Google an image of a new vocabulary word.
- Add pictures to a graphic organizer.

Why it works...

-strengthens connections to prior knowledge for students with low language level

-builds stronger connections in the brain for recall.

When to imbed it...

-prelesson activities

-introducing new concepts or key vocabulary

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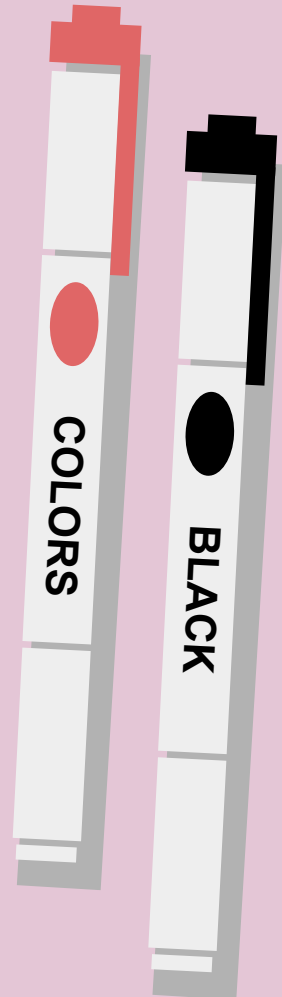
Cooperate

Talk with a peer to synthesize new content, solve a problem, understand a text, or practice a skill.

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Cooperate:

- Read a text with a partner, and discuss each section.
- Work with a team to complete a task.
- Ask a peer a question about the content, text, vocabulary, or grammar.
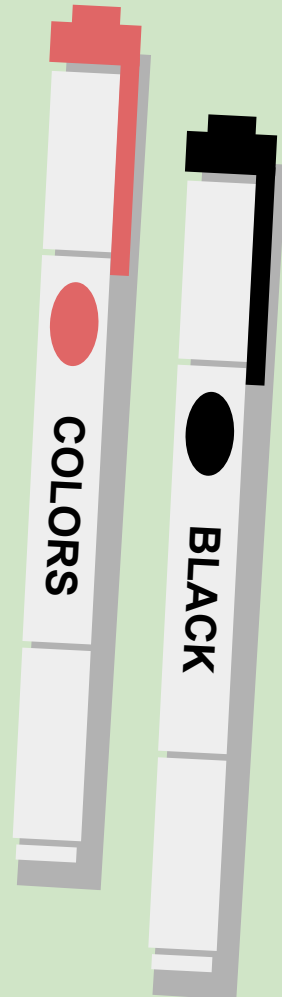- Read a peer's example work.

Why it works...

-low stakes opportunities to engage in discussion, clarify knowledge, get feedback, and see/hear peer models

When to imbed it...

-guided practice opportunities

-reviewing concepts (old or new) to build new knowledge

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Use Resources

Use dictionaries in any language, videos, images, calculators, and other tools to comprehend new information, problems, or texts.
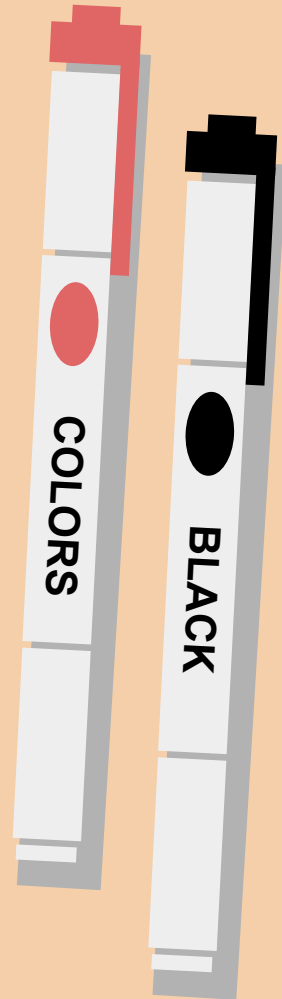
Use Resources:

- Watch a YouTube video to build background knowledge on a new concept.
- Use a calculator to check math solutions.
- Look up unknown words in an online dictionary.
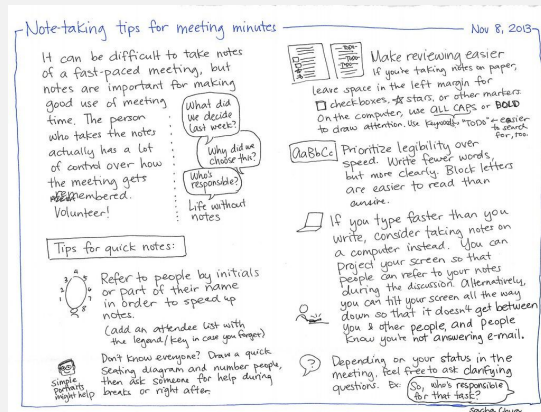
Why it works...

-builds learner independence

When to imbed it...

-anytime appropriate

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Take Notes

Write or draw ideas and concepts while listening, reading, or working in teams.

Take Notes:

- Use a variety of graphic organizers.
- Write notes and questions in the margins of a text.
- Use Cornell notes to study for a test.
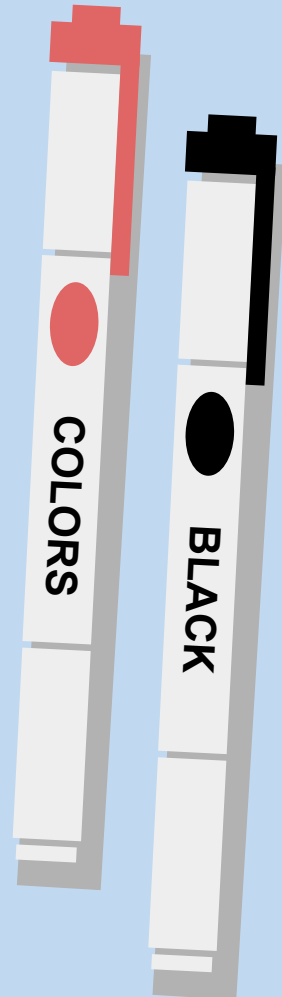- Draw sketchnotes during or after a lesson with key ideas.

Why it works...

-repeated engagement with content increases recall
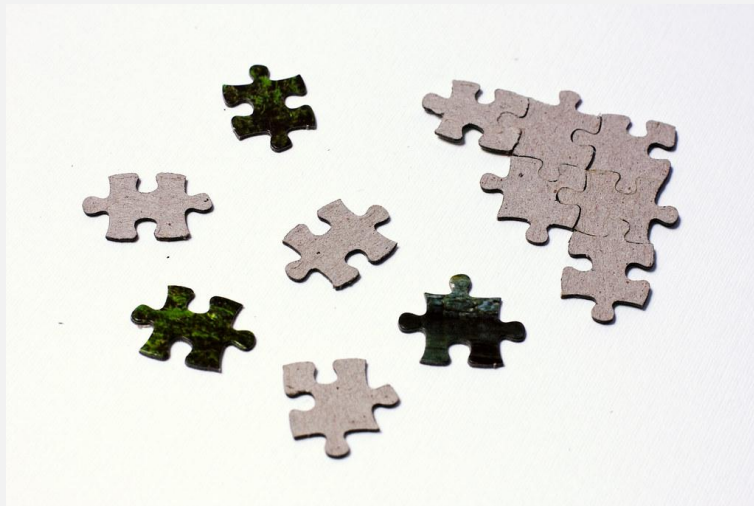
*need to teach effective note-taking strategies

When to imbed it...

-learning or reviewing new information

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Summarize

Make mental, oral, or written summary of main ideas during a pause in listening or reading.

Summarize:

- Tell a partner what you understood in the lesson so far.
- Write a one-sentence summary of the paragraph or page.
- Draw a sketch to summarize key ideas of the lesson.

Why it works...

-helps learners determine essential information

-helps focus on key details and vocabulary

When to imbed it...

-after chunking content/during processing time

-before presenting new information that builds on prior knowledge

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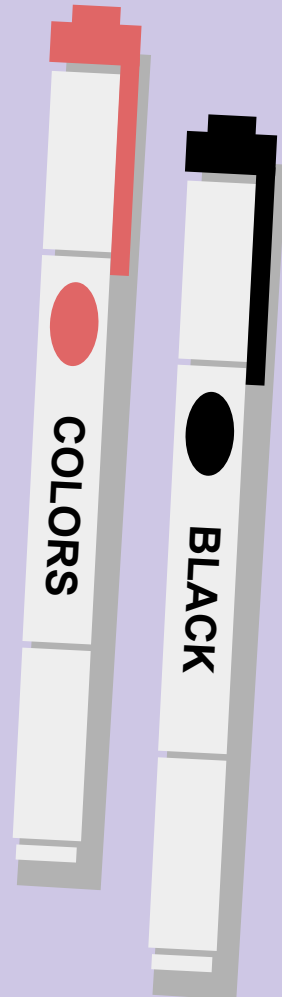
Monitor Comprehension

Notice what you do or do not understand when listening or reading. Notice when comprehension breaks down and what causes it.
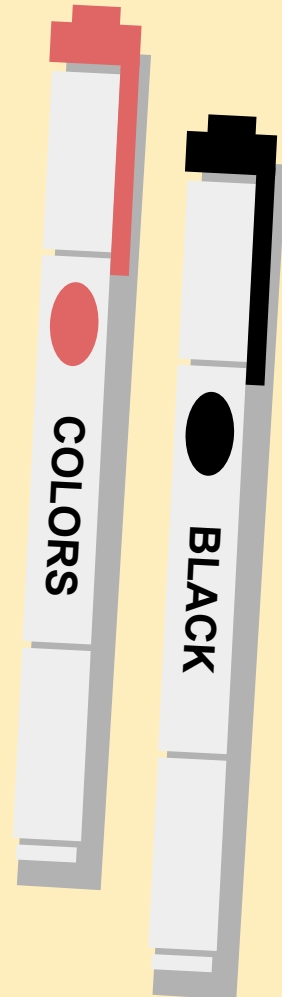
Monitor Comprehension:

- Make notes about what you do and do not understand.
- Highlight specific words or phrases you do not understand.
- Ask clarifying questions.

Why it works...

-builds learner independence

-increases reading proficiency

*need to teach explicit strategies
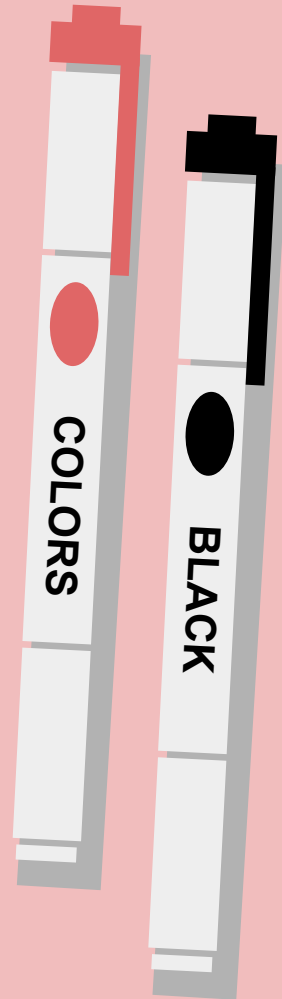
When to imbed it...
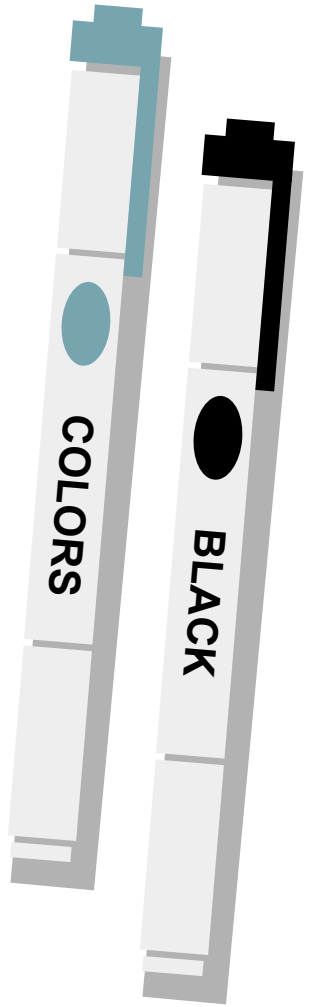
-during independent practice

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Supporting Content Teachers

- Benefits of strategies for all
- Model with a content teacher
- Implement instructional rounds
- Co-planning
- School wide PD
- Book studies

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Assessment Strategies

Formative Assessments

-Assessments that occur during learning to gain feedback of understanding

Formative

- Observations
- Discussions
  - Think-Pair-Share
  - Socratic seminar
- Written
  - Exit ticket
  - Bell ringer

Why it works...

-helps monitor students comprehension to adapt instruction

-provides quick feedback

-check in with students

When to imbed it...

-during lessons

-during work time

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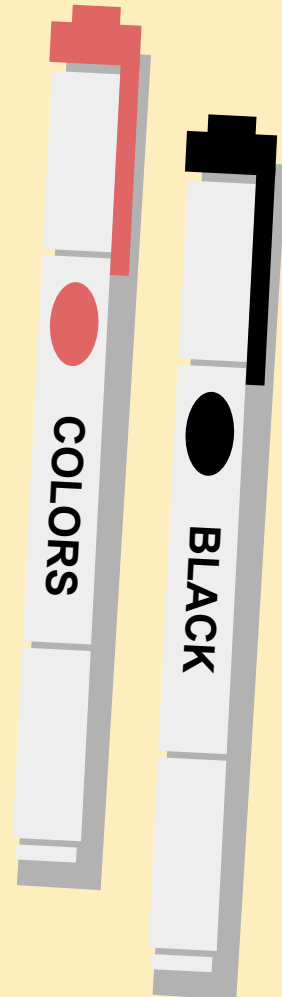
Summative assessment

- looks at bigger picture

- Formal assessment that occurs at the end of a unit, topic, or process

- Provides an evaluation of skills and knowledge

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Summative

- Assessments that support the desired outcomes for understanding content and using academic language
- Tests
- Project Based Learning
- Performance based

Why it works...

-checks for learner understanding

-help to plan interventions and adapt instruction

-data collection for learner goals

-reflect on instruction and best practices

When to imbed it...

-end of a unit or topic
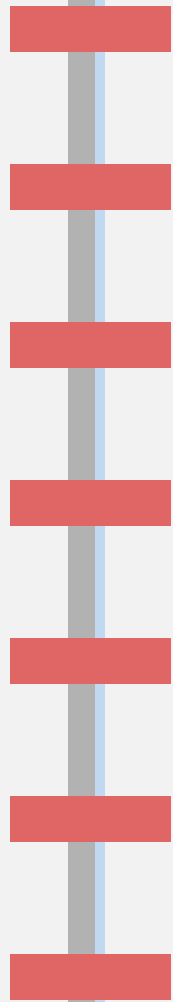
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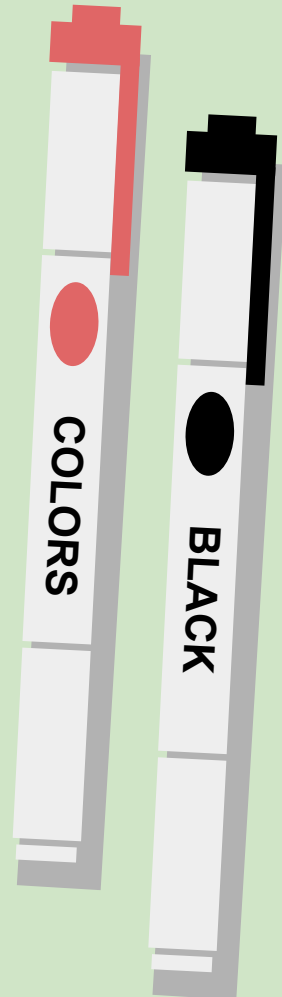
Performance Based

End of unit assessment that requires student to apply content skills and knowledge to produce a product

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Performanced Based

- Oral
  - Podcast
  - speech
- Written
  - Report
  - Review
  - Fact sheet
- Visual
  - Poster
  - Presentation
  - Digital project

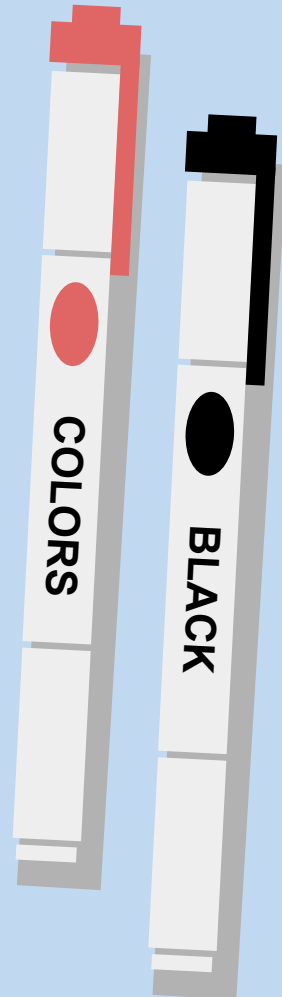**Why it works...**

-student are able to show what they learned

-less pressure

-works best if broken down into steps/templates

When to imbed it...

-end of a unit

-semester

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3.12 Types of Performance-Based Assessments

Oral	Written	Visual
Podcast	Reports	Poster
Panel discussion	Op-ed	Diagram
Debate	Reviews	Website
Speech	Executive summaries	Digital application
Plays	Factsheet	Scaled model
Demonstration	Short story	Infographic
Interview	Chapter book	Display
Proposal	Children's book	Pamphlet
Song	Newspaper article	Advertisement
Storytelling	Letter	Animated video
	Blog	Music video
	Song lyrics	Presentation slides
	Prologues	
	Epilogues	

online resources

Adapted from Heineke & McTighe (2018).

Available at resources.corwin.com/Long-TermSuccessforExperiencedMLs
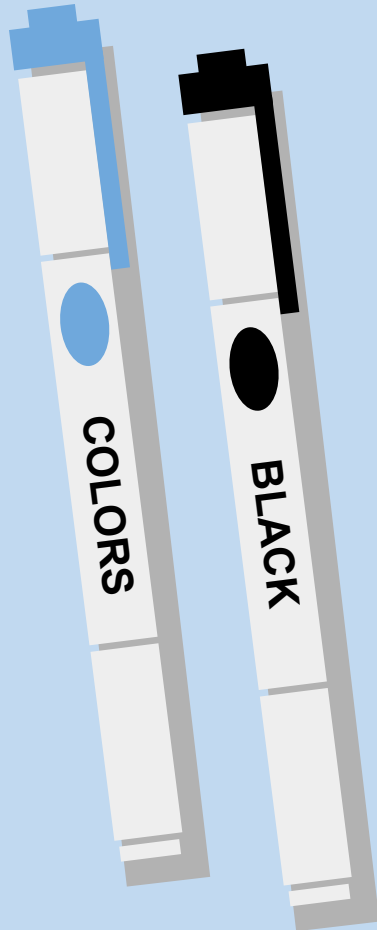
Strategies for Success

- ❑ Using synonyms
- ❑ Images
- ❑ Sentence starters
- ❑ Chunking
- ❑ Word banks

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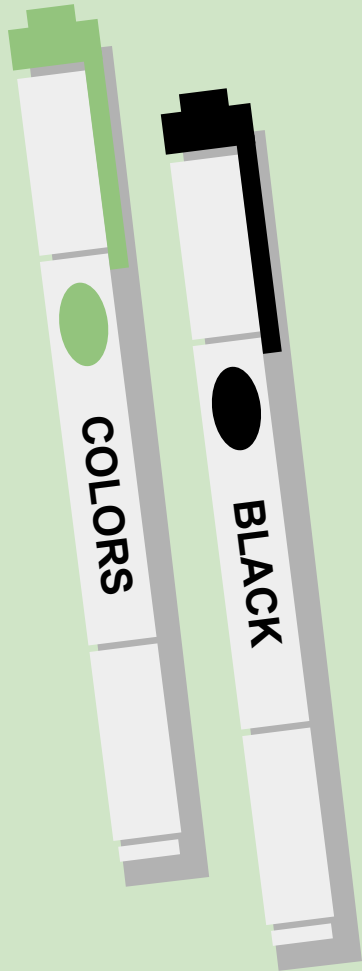
Band 1-2 Questions (21 points)

1. Match the words with their definitions. Write your answers in the box below.

WORD		Answer
A.	Food chain	
B.	Foodweb	
C.	Producer	
D.	Consumer	
E.	Herbivore	

DEFINITION

1. An organism that produces (makes) its own food by using light energy.

2. An organism that feeds (eats) on dead organisms.

3. An organism that feeds only on producers.

4. A diagram (image) to show the flow of energy from one organism to another in an ecosytem.

5. An organism that feeds on both producers and animals.
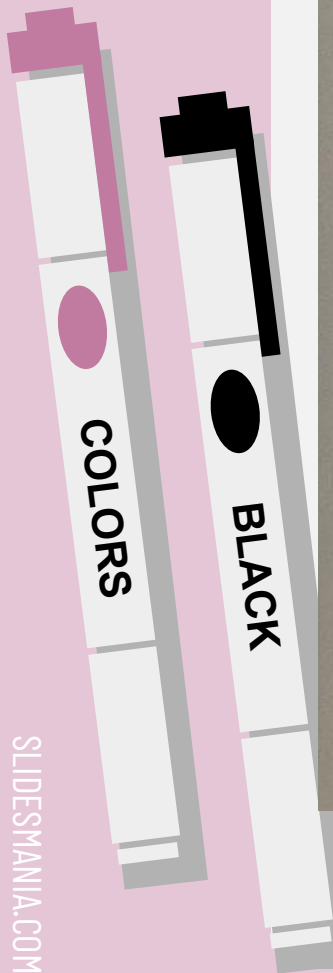
3.5 Example of a Science Exam With Images Strategically Embedded

1. Use the following food chain to answer questions A and B.

A. Which organism is a secondary consumer? _____

lettuce → greenflies → ladybugs → sparrows → hawks

3.6 Example of an Image Accompanying a Word Problem to Provide Context

This is a balanced marine food chain. Killer whales feed on seals, which in turn feed on otters. Otters help maintain the sea urchin population down. Sea urchin feed on sea kelp. Too many sea urchins would mean a disappearance of the sea kelp forest, which is vital to providing a habitat for a coastal ecosystem. Humans began hunting seals in large numbers for their fur, greatly reducing their populations.

Describe what happens as a result of this trophic cascade.
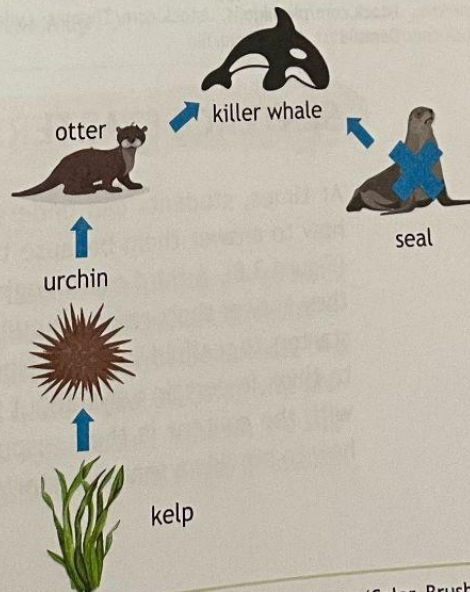
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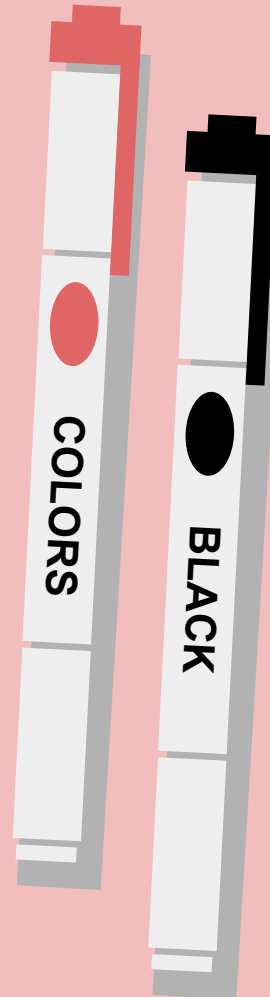
3.8 Examples of Exam Questions Without Scaffolds

1. The arrows in a food web represent energy transfer. In what form does energy enter a food chain?

_____

2. State clearly how energy is passed along a food chain.

_____

3.9 Annotated Examples of Sentence Starters Embedded in Content-Based Exams

1. The arrows in a food web represent (show) energy transfer. In what form does energy enter this food web?
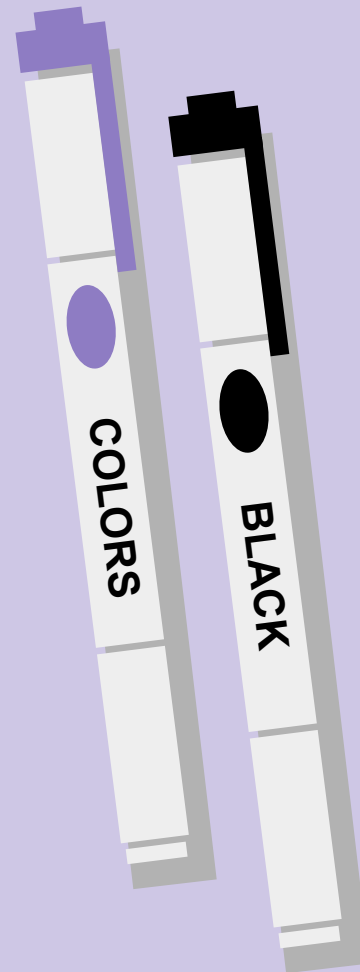
Add synonyms behind academic words.

> The energy enters the food web through the . . .

2. State (say) clearly how energy is passed along a food chain.

Add sentence starters or sentence frames to help students communicate their ideas without giving away the answer.

> The energy is passed through the food chain by . . .

3.11 Example of Chunking a Long-Response Question

Explain why trophic cascades can be devastating for the ecosystem. Remember to do the following:

- Use one of these case studies we've looked at.
  - Wolves in Yellowstone
  - Otters on the Pacific Coast
  - Geckos in Borneo
- Describe the food web in this case study.
- Describe how this food web was changed.
- Describe the consequences as a result of this change in the food web.

Type your response below.

LONG-TERM SUCCESS FOR EXPERIENCE

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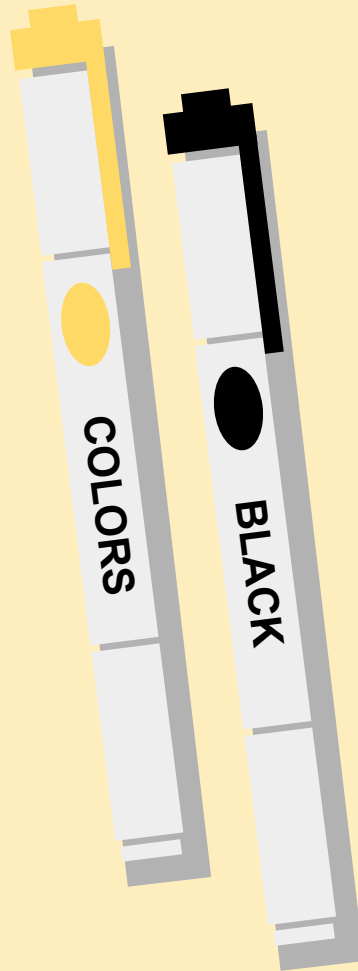
Word Banks

- Can be added to
  - Matching
  - Fill-in-the-blank
  - Short and long term responses

WORD BANK

	weather	culture	traditions	customs	rituals	coast	habits
ethnicity	roots	background	surroundings		nationality		endure
fierce	ancestry		violent	ferocious	wild		natural
Powerful	identity		individuality		landscape		setting
Brutal	aggressive		confused		bemused		baffled
Bewildered	storm		gale	gust	sea		ocean
Howling	batters		reassured		reassuring		military
Bomb	attack		bombard		certainty		

Credits

Book Resource:

Huynh, T. (2023). *Long-term success for experienced multilinguals.* Corwin Sage.

Presentation Template: SlidesMania