**Cascading Training. 6 Principles**

**Teacher Training Session**

**Principle 5. Monitor and Assess Student Language Development**

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Time: 2 hours

Objectives: by the end of the session SWBAT:

* Differentiate the main concepts of language development monitoring and assessment;
* Apply the best practices of monitoring and assessing student language development in practice;
* Utilize various techniques for language development monitoring and assessing
1. **Lead-in questions (10 min):**

Reflect on these questions individually or with colleagues:

1. How do you check on students’ progress in learning and using English?
2. How often do you assess your young learners? What do those assessments look like?
3. What are the ways you give your students feedback? How do you give corrective feedback?
4. **Best practices. Watching video and working in groups (25-30 min):**

Tell participants that now they will learn the best practices for language development monitoring and assessment from the video. Divide them into 3 groups. The 1st group should take notes on the 1st best practice, the 2nd group on the 2nd, the 3rd group on the 3rd best practice. Play the video from this link: <https://www.youtube.com/watch?v=fTokuUOeuZU>

After watching the video and taking notes, each group has to create True/False statements about their best practice (5-7 min). After participants have created several statements, turn by turn they need to tell their statements and other participants will raise True or False cards, according to their understanding.

1. **Experience. Stay and Stray (30 min):**

Tell participants that now they will learn more about best practices from our coursebook 6 Principles, written by Joan Kang Shin, Vera Savic and Tomohisa Machida.

Participants may continue working in their groups or you may form other 3 groups:

Group A – Teachers monitor student progress

Group B – Teachers provide ongoing feedback strategically and effectively

Group C – Teachers use effective formative, classroom-based assessments strategies for young learners

Each group gets the text with information about important points for each category (information taken from the book The 6 Principles, handouts with texts should be prepared from pp 68-70):

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| Group A: Teachers monitor student progress1. Teachers keep track of student progress with checklists.
2. Teachers take note of errors to provide appropriate feedback to students.
3. Teachers reteach when errors indicate that students misunderstood or learned the material.
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| Group B: Teachers provide ongoing feedback strategically and effectively1. Teachers use specific and timely feedback (e.g., feedback burger)
2. Teachers deliver feedback according to the age and proficiency level of the learner.
3. Teachers use a variety of types of oral corrective feedback (repetition, elicitation, clarification request, metalinguistic clues, nonverbal cues)
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| Group C: Teachers use effective formative, classroom-based assessments strategies for young learners1. Teachers use classroom-based assessment to inform teaching and improve learning (e.g., exit ticket)
2. Teachers use rubrics to align assignment expectation with assessments.
3. Teachers involve young learners in self- and peer-assessment activities.
4. Teachers use portfolio assessments to show student growth and progress
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Ask participants to work in three groups A, B and C. Each group studies the information and then prepares a poster illustrating it. After 15 min, participants stick their posters on the walls and go around and study the posters of each group. One participant stays next to the poster to answer questions of other participants.

For 15 min they walk around and study other posters.

1. **Conceptualize (10 min):**

Ask participants to share one important thing they learned in previous activity.

1. **Reflect and apply (30 min):**

Divide participants in 4 groups and ask them to prepare small role plays illustrating monitoring and assessing practices (teacher and learners roles). After 5 min preparation participants perform their role plays. By anonymous voting the winner is identified.

You may give the following situations to the participants to role play:

1. A learner is describing his last week-end making mistakes in the past tense verbs. Teacher tries to correct him using various strategies (repetition, elicitation, clarification request, metalinguistic clues, nonverbal clues) (refer to page 71 from the book 6 Principles)
2. A student has done a short presentation about his favorite pet. The teacher has to give him feedback using “Sandwich or burger” as a strategy (refer to page 70 from the book 6 Principles)
3. **Summary (10 min):**

Exit ticket 3-2-1. Each participant writes on a piece of paper:

3 things he learned today

2 things that he wants to learn more about

1 question he still has