**Domain: Assessing**

*Standard 3: Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction "on the spot" and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.*

As future ESL teachers, we need to know that assessment is not just the means to make sure students have accomplished the language objectives; it is also intend to inform our future instruction. We can not apply whatever the standardized assessment to ESL students directly without knowing their specific learning needs and language proficiency, instead, we need to make the modification of the assessment, and incorporate the test items that are representative of their background knowledge and appropriate to students' language proficiency.

I used **artifact C1** and **artifact C2** to substantiate my understanding of this domain is my reflection paper for the class "analysis of teaching" and an analysis paper for the class "language assessment of English language learners", which I took in 2014-spring semester and 2015-spring semester respectively. The reflection is about how the teacher implemented the differentiated instruction for students of different math ability, while the analysis paper concerns how I used

Bilingual Verbal Ability Tests (B-VAT), along with " students oral language observation matrix" (SOLOM) to assess my learner's English speaking skills.

1) **Learners and learning**: The teacher I observed administered the formative math assessment to students in prior class, then grouped students based on their assessment results. In the class, the teacher adopted the differentiated instruction to students of varied math level respectively. For the advanced group, teacher let them to preview the new content and terms on their own. For the middle group, the teacher let them take the previous quiz again, and provided more exercises to reinforce their math skills. While for the lower group, the teacher retaught the content knowledge and vocabularies, and let them work on the assigned homework. The teacher walked around the classroom to make sure each group stay on track. She provided the scaffolding and feedback when students need it. This would be an ideal model for my future ESL class, since the differentiated instruction as well as grouping could accommodate students' specific learning needs.

For my learner, she comes from China and currently living in America to be with her husband. She is taking the English class to improve her speaking and listening skills, in order to find out her what stage of her speaking language lies, I used the B-VAT and SOLOM to assess her speaking skills.

2) **The learning environment**: the learning environment for the math class was very friendly and communicative. Students in different groups worked on their own assignments independently or in groups. The teacher walked around

the classroom to make sure students of different groups were engaged, and the classroom was orderly and confortable for continuous instruction and learning. Students were either working on their own or in groups comfortably and productively. This is how I will conduct my differentiated instruction in my future class for students' of varied language ability.

As I mentioned in **standard 1** that my learners' language class is my practicum teaching class, it is a very friendly and welcoming learning environment. There is no formal quiz, mid-term and final assessment. The students are adult learners from 6 different countries. They are very understanding and motivated learners. It is a student-centered and communication language teaching approach-based class. It is also one type of class format that I will use to engage my students in language learning.

3) **Curriculum**: teacher prepared the different instructional contents for students of different proficiency levels prior to the class. She also created the website for the class, including the different sections: vocabulary and content learning, exercise, quiz, question and feedback. Students could preview and review the instruction content online at home, and take the online quiz and get the feedback from the teacher promptly, if they have any questions regarding the learning, they could also email the question via the website and get the response from the teacher. The differentiated instruction and the tailor-made class website are very instrumental in scaffolding students language and content learning.

4) **Assessment**: The teacher told me that she has already made the different formative quizzes prior to the class start. She adopted the different formative assessments for the students of different content and language levels, for the advanced group, they could take the online quiz based on their new learning of the math knowledge and relevant language skills. For the middle group and lower group, teacher will administer the parallel assessment again to make sure they have all grasped the content and language as well. The teacher told me that the assessment of the students would comprise of the ongoing formative assessment, class participation and summative assessment at the end of the semester. In my future language class, I will use holistic assessment to measure students' language proficiency. Because this type of assessment is fairer and more objective getting a whole picture of students' language and content knowledge, which could help teachers adopt the tailor-made instruction to accommodate students' specific learning needs.

Since my learner is a bilingual speaker, so when I conduct the B-VAT, I used both the English and Chinese versions of the tests to assess her language abilities. Since the language learners will produce the most natural oral language under stress-free environment, so both assessments are conducted in a casual and conversational format, which I would like to use to assess the speaking and listening skills of my future students to get the more accurate evaluation of their oral language ability.