

Title of Artifact: ELLCO and PALS Assessments

Date Completed: Fall 2010

Artifact Description: The two artifacts I have chosen to include here are the ELLCO, Early Language and Literacy Classroom Observation and the PALS, Phonological Awareness Literacy Screening assessments. The ELLCO assessment is an informal assessment that is done in a preschool environment. The ELLCO assessment was done in a three to five year old preschool classroom. The PALS assessment is a formal assessment of a child's abilities and development in phonological awareness. The PALS assessment was done on a four year old student in a preschool classroom. This student was an ESL student from France, whom had been learning English for only two years. Both of these assessments were obtained and used during Block I-Pre Student Teaching during the fall of 2010, in classrooms in the Platteville School District.

Alignment:

Wisconsin Teacher Standard: I believe that this artifact best aligns with WSTKL Standard eight that states, **teachers know how to test for student progress.** *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.*

The PALS assessment provides a checklist to see which of many environmental qualities a classroom has and to see the extent in which they are used. This kind of checklist assessment is essential, because a proper literacy environment is vital to a child's learning and development. The way in which a classroom is set up and the literacy components that are placed throughout can either promote or hinder a child's learning. The ELLCO assessment can help one analyze a classroom to determine if the classroom is set up in a way that will promote a child's literacy learning. A child's literacy learning is very important and the ELLCO assessment can help assess if children are learning in a proper literacy environment.

This same standard also aligns with the PALS assessment. This assessment is done with a four year old preschool student, whom is expected to enroll in Kindergarten the following school year. This assessment is made of four sections that assess a child's knowledge in upper-case, lower-case, and beginning sound awareness. I believe this is a wonderful assessment because it assesses children's ability to read, write, and to sound out letters. This is a great assessment for teachers because it allows them to place their students at a level of reading according to their abilities of letter recognition, both upper-case and lower case, as well as their abilities in letter and beginning letter sounds. With this knowledge, a teacher can adjust or change their lessons and daily activities to better suit all students.

UW-Platteville School of Education Knowledge, Skill, and Disposition Statement

Alignment: I believe that these assessments best align with **KSD1.F Assesses Student Learning.** *The candidate understands, is committed to, and can develop assessments that are*

clearly stated and congruent with instructional goals. The students are aware of how they are meeting the established standards and are involved in the goal setting process.

Teachers need to format, find, and use assessments that are relevant to instructional goals in the classroom. Both of these assessments, one informal, one formal, are great assessments to use in the classroom, as they both discover ways in which the classroom can be adjusted to better suit the students. The ELLCO assessment provides a better understanding of the literacy quality in my classroom, as well as how I can adjust the environment to better suit student's literacy needs. The PALS assessment helps me better understand the levels at which my students are at, involving letter recognition and beginning letter sounds. With this knowledge from the PALS assessment I can adjust and change my lesson plans so that they are fit to what my students need to learn.

Personal Reflection:

What I learned about teaching:

From this experience, I learned the importance of using different assessments, both formal and informal, in my classroom. An informal assessment such as the ELLCO assessment allows me to make sure that my classroom environment is allowing students to experience and learn literacy. Assessments such as ELLCO provide wonderful feedback for the teacher, feedback that allows one to know what is and is not working in the classroom environment and what is and is not promoting literacy. Assessments such as the PALS, a formal assessment, are also very necessary as it provides feedback to not only the teacher, but to the student as well. This way the teacher knows what areas students need more practice in and at the same time it allows students to know where they need to set goals, to better their abilities in that specific area.

What I learned about myself:

From this experience, I learned that as a teacher I need to be familiar with many different kinds of both formal and informal assessments to better the knowledge level of my students and environment of my classroom. After doing this assessment, I learned the importance of having many different books at many different reading levels in my classroom. Not only is it important to have books in the library, but in all centers or areas. Having books available for my students will increase their want and will to read independently or with other students. Having a separate place for reading, where no other activity occurs, provides a comfortable, quiet, and relaxing area where a child can enjoy reading. Having a literacy friendly classroom will help students in the path to literacy development, by the way of reading. With assessments such as these, I, as a teacher can evaluate myself and learn ways adjust my classroom and lessons to suit my students learning abilities.