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| Features of Review and Assessment |
| Takes place throughout a lesson* May begin with a review of previous material
* Assessment of what children know about a topic (beg, m, end)

Checking comprehension and providing feedback* Language output and skills
* Vocabulary understanding (importance of word knowledge on student success)
* Content concepts

Comprehensive Review of Key Vocabulary* Observe practice and application in variety of contexts
* Selected words that are important for understanding lesson concepts and routines for attaining
* Point out words whenever possible
* Written out, linked to visuals, reviewed prior to and during activities, linked to post-activity or assessment
* Find ways to question to elicit key vocabulary and encourage oral language practice
* Use teachable moments
* Observe the children interfacing with the vocab throughout the day

Comprehensive review of key content concepts* Repeated over days
* Various ways
* Book, video, bulletin boards, puppet shows, art, writing activities, songs
* Use games for review (p71)
* Find ways to question to elicit key vocabulary and encourage oral language practice
* Use teachable moments
* Observe the children interfacing with the concept throughout the day

Regular feedback* Set a calm, positive tone
* Encourage for success and comfort taking risks
* Empathy, sensitivity, kindness
* Model, “try using your words,”
* Teach self-correction rather than pointing out what errors children made on the task, self-discover
	+ Model of completed project and discover what is missing/different
	+ Partner with other child who has the skill developed
	+ Ask where they can see errors or what might you have done differently
* Feedback comes in the form of modeling correct usage or pronunciation
* Accept translanguaging and L1 replacing
* Provide opportunities to write:
	+ Drawing to represent a thought or word
	+ Dictation to an adult
	+ Beginning attempts at independent writing

Assessment of student comprehension and learning of all lesson objectives throughout the lesson* Spot checking
* Group response
* Observations
* Clinical interviews (extended dialogue in which the adult seeks to discern the child’s concepts or strategies)
* Examination of work
* Individual assessments (WIDA type tasks)
* Family discussions

Collection of information over time (WIDA a good common monitor here)* Speaking and listening likely to progress first
* Children learn at different rates
* NAEYC strategies: <https://www.naeyc.org/resources/topics/dap/10-effective-dap-teaching-strategies> (see infographic)
* Be aware of reliability issues of standardized testing at K and lower
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Be aware of reliability issues of standardized testing  |