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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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