

Pre-assessment Strategies for Grouping the English Language Learners

1. Name of Strategy: **Inquiry Chart**

Why Do It:

- Students have ownership of contributions
- Think-pair-share rather than raising hands - more participation of all Ss - roll die to call on
- Pre- access background knowledge - all contributions honored
- Pre-asses the language, vocabulary, and content
- Teaches hypothesis model
- Allows for authentic revising and editing

Key Points:

- "What do we know?" "What do we need to know?"
- Done at the beginning of the unit and re-visited regularly throughout the unit - check what we thought was true/generate new questions
- Students own language recorded
- Encourages Ss to express how/where they found the info
- Record students initials along with given comment
- Can be done as a group, in pairs, or individually

What I THINK I know about	What I WANT/NEED to know about

2. Name of Strategy: **Observation Chart**

Why Do It:

- Pre-assessment, find out what Ss know
- Gets Ss focused and making connections
- Get students talking about the images that they see
- Low stress way of commenting and questioning
- Values native language, Ss can write in any language
- Encourages more S talk
- Involves writing and is open ended
- Can be used as mini lesson in writing: using end punctuation and for spelling doubts
- Introduces parter and group work right away

Key Points:

- Pictures related to unit are mounted on tag boards(or chart paper) with the title: "I See/ I wonder". Students walk around and write comments, questions, or thoughts about the pictures they are looking at

Where It Comes From:

- Judy Moe, LAUSD

