Using formative assessment to guide reading literacy development in CFL
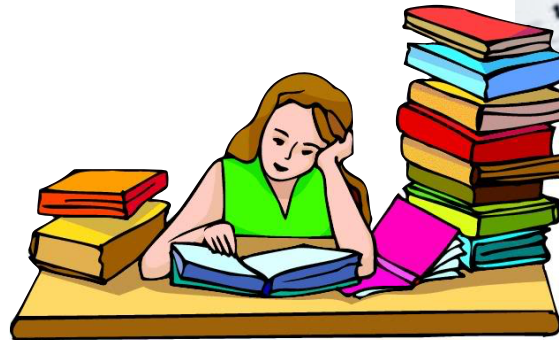
Claudia Ross – College of the Holy Cross

Meng Yeh - Rice University

Pei-Chia Chen – University of California, San Diego

CLTA/ACTFL 2016

Reading and daily life
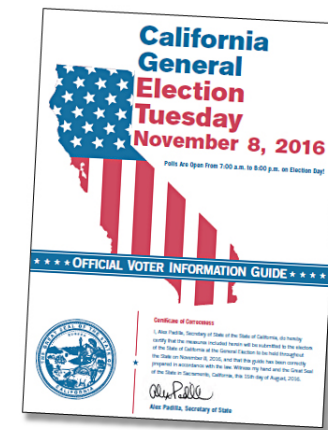
Higher-level language skills

Strategy instruction through formative assessments
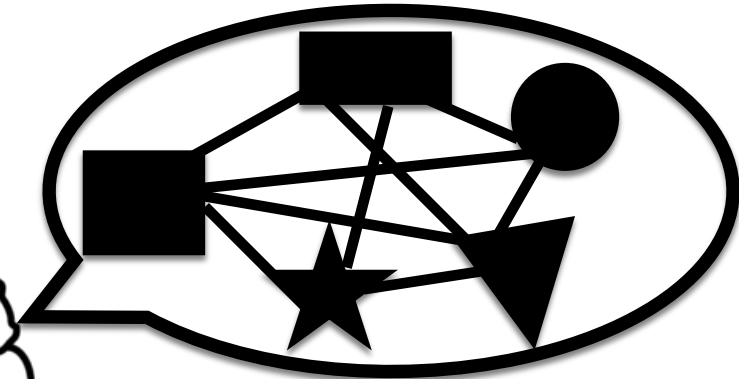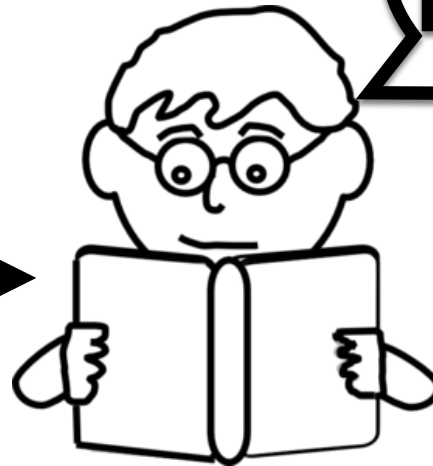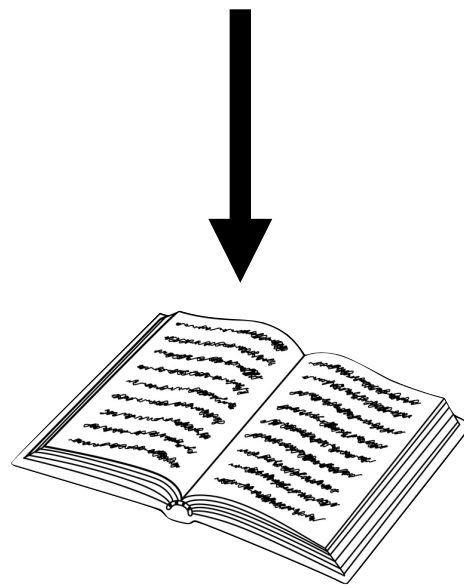
mental model

What skills must you have in order to read and comprehend a written Chinese text?

Lower level literacy skills

- Character recognition (accuracy and speed)
- Word recognition (ability to identify word boundaries):

  我 去过 那个饭馆。

  你得 过 马路。

- Phrase recognition (ability to use grammatical markers to identify phrases)

  [我想买的]东西都卖完了。

Higher level skills- Literal Reading

Readers can:

- Identify the **meaning and function of words** and characters based on their their context (lexical access):

  我给他打电话vs. 我给他五块钱。

  银行（yínháng）vs. 旅行 (lǚxíng)

- Identify the subject, main verb, and object in a sentence

- Identify and interpret words that signal the **relationship** of arguments in a text and **create text cohesion**:

  因为，所以，虽然，可是，既然，还有，最后

- Identify information that is **explicit** in the text.

- Summarize the text, identifying **central ideas** or **themes** of a text and identifying the key supporting details

Higher Level Skill – Inferential Reading
Readers can:

- **Identify** text type and text purpose (e.g. narrative, description, comparison, persuasion, etc.)

- **Interpret** words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone, including differences in meaning conveyed by the use of 白话文 (spoken) and 书面语 (formal written language)

- **Evaluate** the arguments and specific claims in the text

- Make **predictions** based on the text

- **Analyze** how two or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take.

Our focus in this presentation

The formative assessment of literacy acquisition

with an emphasis on

Inferential reading

and

Formative assessment tasks **especially through the use of questions** that help learners develop the ability to make inferences based on a text.

"Read-On" Startalk Programs
2012-2016

2012 – Character literacy

2013 – Lower-level literacy skills

2014 – Lower and higher level literacy skills

2015 – Higher level literacy skills

2016 – Character literacy

"Read-On" Startalk Goals

- Identify best practices in Chinese literacy instruction based on L1 and CFL research
- Develop material for literacy instruction incorporated within Standards-based thematic units
- Design model units for 4 grade levels for classroom teachers and teacher-trainers in CFL

"Read-On" Resources for the field

http://college.holycross.edu/projects/startalk-chinese-literacy/index.html

Including

Reading lists of research on Chinese literacy acquisition among native speakers and CFL students.

Statements of Best Practices for the instruction of lower and higher level literacy skills

Complete thematically based modules with downloadable activities incorporating literacy instruction for CFL students from elementary school through college.

Developing Literacy in Learners of Chinese as a Foreign Language

**"Read-On"
STARTALK 2016**

**July 22-July 31, 2016
(arrive July 21, depart
August 1)**

Read-On StarTalk Program
Home

Read-On StarTalk 2012 Home

Read-On StarTalk 2013 Home

Read-On StarTalk 2014 Home

Read-On StarTalk 2015 Home

World-Readiness Standards
for Learning Languages

Chinese Language Teachers
Association

STARTALK

Read On: Training Modules for Literacy in Chinese

Program Description

In our Read-On STARTALK program, K-16 teachers of Chinese tackle the issue of character and text literacy development among learners of Chinese as a foreign language (CFL). For 10 days, participants gather at the College of the Holy Cross in Worcester, Massachusetts to work with top researchers on literacy and second language acquisition and with each other, to identify a set of best practices in teaching Chinese characters and approaches to literacy in Chinese. They work in grade-level teams to develop teaching modules that incorporate character and text literacy instruction and practice. The final products, thematic units differentiated by grade level (K-5, 6-8, 9-12, and 13-16), following the National Standards in Foreign Language Teaching (the "Standards"), are presented in this website by year.

Character acquisition

- Characters are not indivisible wholes, but consists of parts （部件）.
- 部件 are arranged in a small number of configurations.
- Some 部件have specific roles within a character, either as the semantic radical (部首）or as the phonetic （声旁）。
- Characters are written in terms of strokes, and the strokes are written in a specific stroke order. Stroke order builds sequential memory. Hand-writing strengthens long-term retention.
- Higher level reading skills depend upon automaticity in the recognition of characters and words in a text.
- Literacy builds upon strong spoken language skills

Successful readers notice the shape of characters

Formative assessment:

• Sort these characters by shape:

對 分 漢 說 話 見 今 明 口 馬 字
起 上 天 晚 文 下 再 早 怎 張 中

Identify 部件

Formative Assessment: Sort these characters by their component parts:

好 嗎 哪 是 學 紅 她 有 要 明 功 早 字

口					
子					
十					
月					
日					
女					
工					
不					

CFL learners need to develop radical awareness

Formative assessment: Write these characters next to their radical.

對 漢 說 話 **明** 吃 **晚** 早 **怎** 是 沒 **吧** 嗎

寸

水 / 氵

日

心

言

口

CFL learners need understand radical/meaning relationships

Formative assessment: In which characters does the radical contribute meaning? What is the relationship of the radical's meaning to the character's meaning?

對 漢 說 話 **明** 吃 **晚** 早 **怎** 是 沒 **吧** 嗎

心 xīn heart

言 yán language

口 kǒu mouth

日 rì sun

水/氵 shuǐ water

寸 cùn inch

Developing phonological awareness

Formative assessment: Group the following characters by their rhyme or near rhyme (聲旁):

可　　只　　筷　　先　　少　　漂　　功　　快

钟　　炒　　价　　请　　歌　　懂　　种　　哥

介　　选　　重　　红　　块　　票　　识　　情

快	只
少	票
先	可
青	工
中	介
重	

Developing phonological awareness: Advanced

- Formative Assessment –Advanced:

- Group the following characters by their rhyme or near rhyme (聲旁). Write the component that indicates the rhyme in the left-hand column and the characters that share the rhyme on the right.

可　只　筷　先　少　漂　功　快
钟　炒　价　请　歌　懂　种　哥
介　选　重　红　块　票　识　情

中			

Some ways to help build automaticity of character recognition

Recycling of characters in classroom tasks, homework assignments, readings

Timed character quizzes

Use of character writing apps with stroke order and scores

Competitions (where speed and accuracy count), e.g.

- Timed character recognition competition (flashcards in teams with score)

- Sentence writing or translation competition

Literal reading
Goals and Assessment

Meng Yeh
Rice University

Higher-Level Literacy Goals

The goals selected/modified based on Common Core State Standards for English Arts & Literacy

Literal Reading:

- Identify information that is **explicit** in the text.
- Identify the subject, main verb, and object in a sentence
- Identify the **meaning and function of words** and characters based on their their context (lexical access)
- Identify and interpret words that signal the **relationship** of arguments in a text and **create text cohesion**.
- Summarize the text, identifying **central ideas** or **themes** of a text and identifying the key supporting details

Research-informed pedagogical approaches and assessment

- Modifying authentic material
- Predicting: using prior knowledge
- Scanning: locating specific words
- Identifying syntactic structures
- Skimming: finding pieces of information

2015 Read-On STARTALK Program High School Unit

- How Green is Our Community?
  An investigation and proposed change of habits to protect our Earth.

- Proficiency Level: Intermediate Med

Modifying Authentic Materials

- Character knowledge is a strong predictor for reading comprehension. (Shen 2005)
- Teachers need to control the percentage of unknown words in reading texts.
- Maintain 1-2 % unknown characters in a text for reading instruction.
- Unfamiliarity with as few as 5% of the characters in the text results in a comprehension rate of only 70%.
- A text of 160 characters, 2-4 unknown characters

Modify authentic materials
地球生病了

original

啊,你瞧我的身体都被污染了...

唉,人们啊!为什么你们不爱惜照顾我呢?你瞧我的身体有一大堆垃圾,空气也被污染了,北极的冰山融化了!大气层也变得越来越薄.河水也被污染了,导致水底生物死亡.

如果你们不再珍惜我,总有一天我将会灭亡.你们也会无家可归!唉!人类啊,人类,你们几时才会爱惜我呢?我真希望总有一天你们能爱惜我呀!

modified

我是你们唯一的家园，地球。唉, 我生病了！你看，我的身体都被污染了……
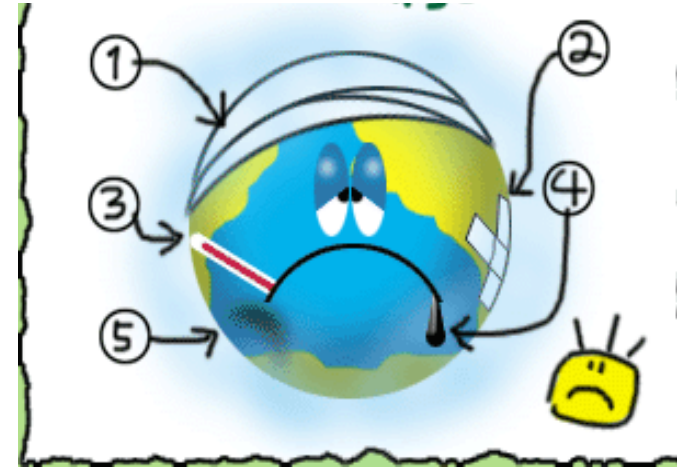
人们啊！为什么你们不爱惜、照顾我呢？你看我的身体有一大堆垃圾，河水被污染了，空气被污染了，大气层变得越来越薄，北极的冰山也融化了！

人类啊，人类，只有你们爱惜我，我才会成为绿色的地球。如果你们再不保护我，有一天，你们就会无家可归！唉！我真希望你们能爱惜我呀！

Predicting: using prior knowledge

- Using illustrations
- Using the title of the text
  地球生病了

provide keywords:
污染、爱惜、保护

污染 wūrǎn

保护 bǎohù

爱惜 àixī

我是你们唯一的家园，地球。哎！我生病了！你看，我的身体都被<u>污染</u>了……

人们啊！为什么你们不<u>爱惜</u>、照顾我呢？你看我的身体有一大堆垃圾，河水被<u>污染</u>了，空气被<u>污染</u>了，大气层变得越来越薄，北极的冰山也融化了！

人类啊，人类，只有你们<u>爱惜</u>我，我才会成为绿色的地球。如果你们再不<u>保护</u>我，有一天，你们就会无家可归！唉！我真希望你们能<u>爱惜</u>我呀！

Using syntactic structures

- 人们啊！为什么你们不爱惜、照顾我呢？你看我的身体有一大堆垃圾，河水被污染了，空气被污染了，大气层变得越来越薄，北极的冰山也融化了！

- Using 被 structure to identify nouns and verbs: 河水, 空气、

- Using 越来越adjective structure to identify adjective: 薄

Identify syntactic structures

- 人类啊，人类，只有你们爱惜我，我才会成为绿色的地球。如果你们再不保护我，有一天，你们就会无家可归！唉！我真希望你们能爱惜我呀！

- Identify the structure:
  只有＿＿＿＿＿＿＿，才＿＿＿＿＿＿＿＿。

- 回答问题；
  如果我们想要有一个绿色的地球，我们要做什么？

Skimming for information

- Find the answers for the following questions and underline in the text.
- 地球上什么被污染了?

- Box the answers from the text to answer the following question:
- 如果我们不爱惜地球，结果会怎么样?

地球生病了

地球上什么被污染了?
如果我们不爱惜地球，结果会怎么样?

我是你们唯一的家园，地球。哎！我生病了！你看，我的身体都被污染了……

人们啊！为什么你们不爱惜、照顾我呢？你看我的身体有一大堆垃圾，河水被污染了，空气被污染了，大气层变得越来越薄，北极的冰山也融化了！

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Using Formative Assessment to Guide Reading Literacy Development in CFL:
Higher-level Literacy-goals and assessment

Pei-Chia Chen

ACTFL

Boston, MA

November, 2016

Higher-level language skills

- Gaining a **thorough literal understanding** of the text

- Understanding **Text Structure**

- Making **Inferences**
  - Linguistic inference
  - Knowledge-based inference

Higher Level Skill – Inferential Reading

Readers can:

- **Identify** text type and text purpose (e.g. narrative, description, comparison, persuasion, etc.)

- **Interpret** words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone, including differences in meaning conveyed by the use of 白话文 (spoken) and 书面语 (formal written language)

- **Evaluate** the arguments and specific claims in the text

- Make **predictions** based on the text

- **Analyze** how two or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take.

Higher-level Literacy Goals:

Pedagogical approaches and assessment

- **Teach signal words/expressions** that **organize** the text.

- **Guide** students to analyze text structure using **structure organizers**.

- **Guide** students how to **summarize** the text.

- **Guide** students to **make inferences** including…

- **Provide** students opportunities to **evaluate arguments and opinions**, to compare/contrast different viewpoints (information and expository articles).

Sample Assessment

地球生病了

我是你们唯一的家园，地球。唉！我生病了！你看，我的身体都被污染了......

人们啊！为什么你们不爱惜、照顾我呢？你看我的身体有一大堆垃圾，河水被污染了，空气被污染了，大气层变得越来越薄北极的冰山也融化了！

人类啊，人类，只有你们爱惜我，我才会成为绿色的地球。如果你们再不保护我，有一天，你们就会无家可归！唉！我真希望你们能爱惜我呀！

Sample Assessment

Main problem: 地球生病了

Symptom 1
身体有一大堆垃圾

Symptom 2
_____和_____被污染了

Symptom 3

Symptom 4

Solution:
人类应该_____

Sample Assessment

地球生病了，因为人类不

＿＿＿＿＿＿＿＿＿＿＿＿＿＿。如果

人类不不保护地球，以后就会

＿＿＿＿＿＿＿＿。

Sample Assessment

Q: 地球觉得人类对他好不好？你怎么知道？

Making Inferences

地球生病了

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人们啊！为什么你们不爱惜、照顾我呢？你看我的身体有一大堆垃圾，河水被污染了，空气被污染了，大气层变得越来越薄北极的冰山也融化了！

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Q: 地球生病了，是谁做错了？你怎么知道?

Making Inferences

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我真希望你们能爱惜我呀！

Sample Assessment

Q: 如果人类保护地球，会有什么结果？ **Making inferences**

Q: "绿色的地球"好不好？你怎么知道？ **prior knowledge**

地球生病了

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Q: 人类不爱惜地球，为什么会 "无家可归"？

Analyze text structure

地球生病了

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Q: 再看一次第二段, 第二段跟这句话有什么关系?

Analyze text structure

地球生病了

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Sample Assessment

Q: 听听看，一样不一样？ **Comparison**

Analyze choice of words/tones

地球生病了

我是你们唯一的家园，地球。唉！我生病了！你看，我的身体都被污染了……
人们啊！为什么你们不爱惜、照顾我呢？你看我的身体有一大堆垃圾，河水被污染了，空气被污染了，大气层变得越来越薄北极的冰山也融化了！
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Sample Assessment

Q: 这篇文章说话的人是谁？为什么这么写？

Analyze choice of tone

Assess point of view

地球生病了

我是你们唯一的家园，地球。哎！我生病了！你看，我的身体都被污染了......
人们啊！为什么你们不爱惜、照顾我呢？你看我的身体有一大堆垃圾，河水被污染了，空气被污染了，大气层变得越来越薄北极的冰山也融化了！
人类啊，人类，只有你们爱惜我，我才会成为绿色的地球。如果你们再不保护我，有一天，你们就会无家可归!
唉！我真希望你们能爱惜我呀！

Sample Assessment

Q: 看看这篇文章。再看看"地球生病了"。一样不一样？<mark>**Analyze choice of words/tones**</mark>

<mark>**Comparison**</mark>

爱惜我们的家园

地球是人类唯一的家园。可是，因为人类不知道爱惜地球，垃圾越来越多、空气和水污染越来越严重，大气层越来越薄，北极的冰山也融化了。如果人们不好好保护地球，有一天就会无家可归。