

Appendix B
School Improvement: Students'
Expressive Language

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Setting the stage

- View the video
- You will be quizzed afterwards.

Students' goal

The student will improve his/her expressive skill in ASL and English.

Teachers' goal

The teacher will model and provide students with opportunities to use their language skills.

What tools may teachers use to help students to improve their language skills?

- Asking high-level questions
- Using rubrics
- Teaching & modeling BCR and ECR
- Building-in opportunities for students' BCRs & ECRs

What is BCR?

- Restate the question and give your answer.
- Give a reason why you feel that way.
- Support your answer with specific details/examples.
- End with a concluding sentence that answers the question “so what?”

A BCR Video Example

View a video containing a BCR on the topic of
“onomatopoeia”

What is an ECR?

Students generate an extended response to a question. ECRs can be used to assess:

- Process, e.g., impromptu writing, by asking a general question which draws on the student's own experience and thoughts
- A student's command of specific facts and the ability to analyze and reason about those facts, e.g., comparing and contrasting two literary figures

An ECR Video Example

View a video containing an ECR on the topic of
“onomatopoeia”

Rule of Thumb

- How many transition words should we use in a good constructed response answer?

One transition for each detail sentence.

- How many details of support should we use?

A minimum of two, but remember: **THREE** is the magic number.

Which language should we apply BCR and ECR to?

Language	ASL		English	English
Mode	Signacy	Additional Abilities	Literacy	Oracy
Receptive Skills	Watching (ephemeral) Viewing (durable)	Fingerreading Lipreading	Reading (durable)	Listening (when appropriate) (ephemeral or durable)
Expressive Skills	Signing (ephemeral or durable)	Fingerspelling Mouthing English Typing	Writing (durable)	Speaking (when appropriate) (ephemeral or durable)

Language frameworks to use for BCR and ECR

- Signacy – shared, interactive, guided & independent signing
- Literacy – shared, interactive, guided & independent writing
- Oracy – shared, guided, & independent speaking

Low / High Level Question Examples

Low Level Questions

- Convergent Questions
 - Who?
 - What?
 - Where?
 - When?
 - How Many?

Example used in:

1. AR Tests
2. Multiple Choice Questions
3. True and False Questions

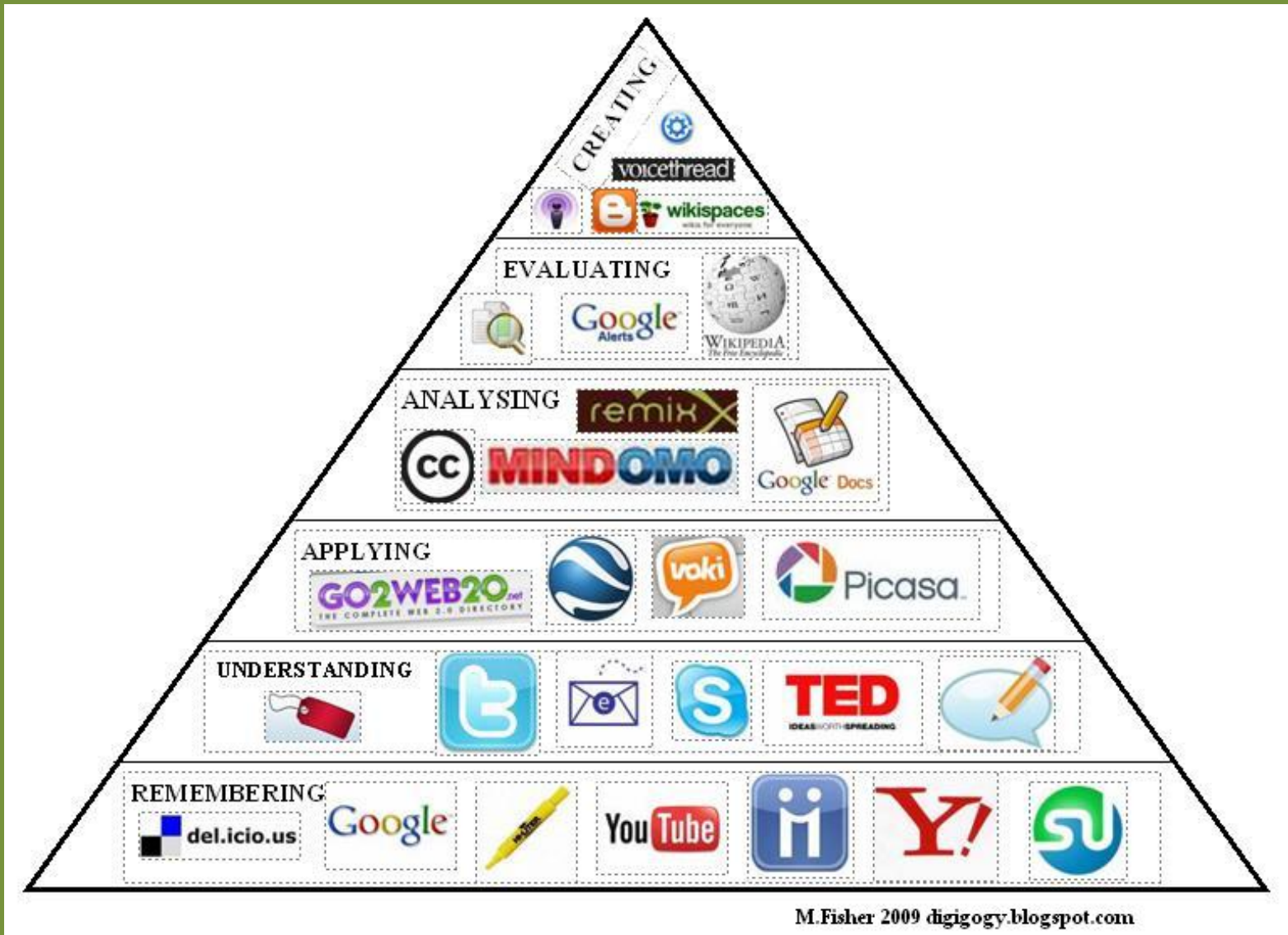
High Level Questions

- Divergent Question
 - Why...?
 - How...?
 - For what reasons...?
 - (variety of VERB choice used)

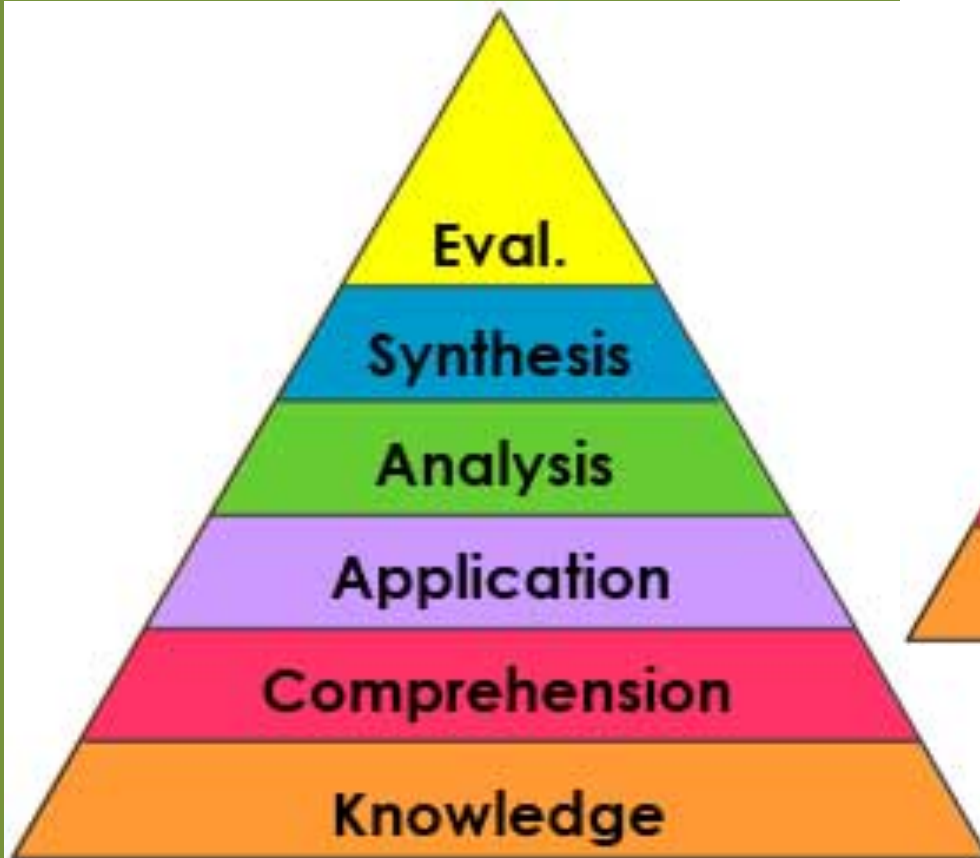
Example used in:

1. Short answers
2. Essays
3. Oratorical Contest
4. Presentation
5. Research Papers

Blooms Taxonomy



Old vs. New Blooms Taxonomy



New Blooms Taxonomy Skills

- **Remembering**: Can the students recall or remember the information?
- **Understanding**: Can the student explain ideas or concepts?
- **Applying**: Can the student use the information in a new way?
- **Analyzing**: Can the student distinguish between the different parts?
- **Evaluating**: Can the student justify a stand or decision?
- **Creating**: Can the student create new product or point of view?

- Define, duplicate, list, memorize, recall, repeat, reproduce state
- Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
- Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
- Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
- Appraise, argue, defend, judge, select, support, value, evaluate
- Assemble, construct, create, design, develop, formulate, write.

Activity

1. Get into 3 small groups: signacy, literacy & oracy.
2. Each will give an example.
3. Discuss how you will implement BCR & ECR opportunities in your language arts class.
4. Groups rotate every 10 minutes.

Oracy Activities

Here are some examples:

1. **Listening:** Listen to music during independent reading time, then tell how it affected their mood.
2. **Lip-reading:** In a vocabulary relay, create a condition where students must identify the correct vocabulary word through lip-reading.
3. **Mouthing:** Ask students to identify instances of possible onomatopoeia through a signer's NMM while watching a story in ASL.
4. **Speaking:** Practice reading aloud their written answers to test questions (BCR) or their written or signed essays (ECR).

Oracy Activity

1. In small groups, discuss and jot down activities that give students opportunities to practice the following:
2. Listening:
3. Lip-reading:
4. Mouthing:
5. Speaking:

Wrap up

- Purpose of BCR and ECR
 - Improve students expressive language in a high level response.
 - Improve students' critical thinking skill.
 - Improve students' academic language through their S-L-O abilities.
 - Improve students' ability to distinguish good/bad examples of responses.
 - To meet our KSD's school improvement goal.
 - Next inservice will focus on BCR & ECR in content areas.