

# Review Assessment (/Review+Assessment)

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## Review and Assessment

Even though Review and Assessment is the eighth and final component in the SIOP Model, it is not done only at the end of the lesson. Rather throughout the various steps of the lesson, teachers should be Reviewing Key Vocabulary ([SIOP Feature 27](#)) and Key Concepts ([SIOP Feature 28](#)) and Providing Regular Feedback to Students ([SIOP Feature 29](#)). In this way, they can have a continuous Assessmnet of Student Comprehension ([SIOP Feature 30](#)).

**Why are review and assessment important for you as a future teacher to know about? Because assessment and instruction are linked!**

- Teachers should use assessment to plan their lessons for student needs and strengths, and to evaluate the effectiveness of their lesson delivery
- Need ongoing assessment of both content and language objectives
- Review and assessment occur throughout each lesson and when the lesson concludes

**Good Assessment is:**

- Informal - on the spot, not always graded
- Authentic - meaningful, applicable to real-life tasks
- Multidimensional - use different methods
- Includes Multiple Indicators - specific evidence should support the meeting of objectives

### Adaptations

These are especially important for ELLs! It can be difficult to determine which content objectives have been met if there are language proficiency issues. The following are helpful adaptations for English Language Learners:

1. Range
2. Time
3. Level of Support
4. Difficulty
5. Product
6. Participation

### Effective Teaching Cycle for English Learners

Teach, Assess, Review, and Reteach

Check out Figure 9.1 on page 169 in our textbook on the SIOP Model for more details.

Features Covered in Chapter 9

### SIOP Feature #27 - COMPREHENSIVE REVIEW OF VOCABULARY

#### Ways to Review

- Analogies
- Point of tense, parts of speech, and sentence structure
- Paraphrase
- Use Multiple Modalities
- Word Study Books
- Practice Words in Non-print Ways
- Introduce and Model Academic Tasks

Isolated Word lists are INEFFECTIVE alone. Without practical application, these isolated words are harder to remember when and how to use.

### SIOP Feature #28 - COMPREHENSIVE REVIEW OF KEY CONTENT CONCEPTS

- Reviewed during and at the end of the lesson
- Teachers provide scaffolding when they stop and briefly summarize the key content along with student input
- Informal, but carefully planned
- Any predictions made should be referred to and assessed with the students
- Student responses should guide the teacher's decision about whether to move on or reteach
- Review techniques: Sentence Starters, Summarize with Partners, Write in a Journal, or List Key Points

### SIOP Feature #29 - REGULAR FEEDBACK PROVIDED TO STUDENTS ON THEIR OUTPUT

- Clarifies and corrects misconceptions and misunderstandings
- Help develop students' proficiency in English when supportive and validating
- Feedback is generally given orally or written, but it can also be nonverbal through facial expressions or body language
- Students can provide feedback for each other by working with partners or small groups

### SIOP Feature #30 - ASSESSMENT OF STUDENT COMPREHENSION AND LEARNING OF ALL LESSON OBJECTIVES THROUGHOUT THE LESSON

- By assessing students before and during a lesson, a teacher can track progress towards mastering an objective or standard

- Evaluation is summative, but can be informal through a variety of forms
- Assessments can be individual or group administered. Group assessments are effective for teachers to quickly checking if students are on the right path.
- Group response for ELLs. Some ideas for this are Thumbs Up/Thumbs Down, Number Wheels, Response Boards, Number 1 to 3 for Self-Assessment, or texting poll available at [Poll Everywhere](#) ↗.

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For activities related to Review/Assessment, [Click Here](#).

To look at the components in order again, start with [Lesson Preparation](#).

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