CROSS-CULTURAL ASSESSMENT OF YOUNG CHILDREN'S LANGUAGE AND LITERACY DEVELOPMENT

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Embedded Approaches are observational assessment activities that provide opportunities for children to demonstrate language and literacy abilities within the natural context (e.g., nonstandardized elicitations, play-based models, naturalistic or milieu approaches, critical experiences)

Advantages
• Measures language as used in daily routines, activities, and meaningful contexts
• Use of familiar tasks and culturally appropriate materials

Authentic Approaches are assessment activities that provide a profile of the language and literacy abilities of children through the completion of real-life tasks (e.g., performance assessment)

Advantages
• Performance assessment allows the child to demonstrate language skills in meaningful real-life situations and gives a more authentic view of the child's skills
• Portfolio documentation of various forms of language use provides concrete and meaningful picture of the child's progress

Dynamic Approaches are assessment activities that involve guided teaching to provide information on children's responsivity to instruction (e.g., curriculum-based language assessment, mediated learning approaches, assessment of children's narratives)

Advantages
• Measures language learning ability and the child's responses to adult mediation
• Allows for modifications (e.g., rewording instruction, providing additional time or practice, repeated presentation of a task)
• Allows for asking the child to provide an explanation for responses

Comprehensive Models are assessment activities that make use of various methods in the collection of information from multiple contexts and sources to provide information on children’s development

Advantages
• Multidimensional approach
• Uses a variety of strategies, including ethnographic interviews and descriptive observations
• Allows collection of information from family members and others familiar with the child
• Describes language use across a variety of contexts (school, home, community)

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嵌入式方法是评估活动，为儿童提供机会来展示他们在日常环境中使用的语言和读写能力（例如，非标准化引出，游戏式模型，自然主义或环境方法，批判性经验）

优势
• 通过日常活动和有意义的环境评估语言
• 使用熟悉的任务和适合文化的方法

正宗方法是评估活动，为儿童通过完成真实生活任务提供一个概要（例如，表现评估）

优势
• 表现评估允许儿童在有意义的真实生活情境中展示语言技能，并提供儿童进步的更真实的画面
• 通过各种语言使用形式的组合，为儿童提供具体的和有意义的画面

动态方法是评估活动，通过教授引导提供信息，使学生对指导的反应（例如，课程为基础的语言评估，中介学习方法，对儿童叙述的评估）

优势
• 测量语言学习能力以及儿童对成人干预的反应
• 允许做出修改（例如，重新措辞指导，提供额外的时间或练习，重复呈现任务）
• 允许儿童提供对反应的解释

综合模型是评估活动，使用各种方法收集来自不同上下文和来源的信息，为儿童的发展提供信息

优势
• 多维方法
• 使用各种策略，包括民族志访谈和描述性观察
• 允许从家庭成员和其他熟悉儿童的人那里收集信息
• 描述儿童在各种情境（学校，家庭，社区）中使用语言

阿尔泰里·洛萨多，安吉拉·诺塔里-西弗森，萨拉·科伦。《跨文化评估：儿童的读写能力的发展》。巴尔的摩，马里兰：布鲁克斯。