

Assessment for Linguistically Diverse Students

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Annela Teemant is Professor of Second Language Education (Ph.D., Ohio State University, 1997) at Indiana University-Purdue University Indianapolis. Her scholarship focuses on developing, implementing, and researching applications of critical sociocultural theory and practices to the preparation of K-12 teachers of English Language Learners. Specifically, she has collaboratively developed and researched the Six Standards Instructional Coaching Model and pedagogy. She has been awarded five U.S. Department of Education grants focused on ESL teacher quality. She has authored more than 30 multimedia teacher education curricula and video ethnographies of practice and published in *Teaching and Teacher Education*, *Urban Education*, *Teachers College Record*, and *Language Teaching Research*. Her work describes how to use pedagogical coaching to radically improve the conditions of learning needed for multilingual learners. She has also taught adult intensive English in the United States, Finland, and Hungary.



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Welcome to TELL

Welcome to TELL

Welcome to the Teaching English Language Learners (TELL) Program. In each course, participants learn key theories, principles and research-based best practices for teaching English Learners (ELs--sometimes called Emergent Bilinguals, EBs). Each week participants are asked to enact a practice they learn and then reflect on it in terms of their teacher knowledge. This application and reflection are a key component of teacher learning. The course readings and assignments support participants in achieving the program's overarching purpose which is to advance the education of language minority students through teacher development. The program meets this purpose by developing teachers who know how to differentiate instruction and transform their teaching in ways that enable their development as teachers and the learning of the ELs they teach. As a result of this program, participants, particularly content-area teachers, will be able to work with linguistically and culturally diverse learners in their regular classroom in ways that reflect pedagogic practices that are inclusive of all learners. The completion of the entire TELL Program results not only in teachers being able to adjust curriculum to develop the academic language and literacy of ESLs in their regular classroom, but also, in many cases it results in an ESL Endorsement. The courses in this 16-credit program includes coursework in Foundations of Bilingual Education, Understanding Language Acquisition, Assessment for Linguistically Diverse Students, Developing Second Language Literacy, Integrating Content and Language Instruction, and Family, School, and Community Partnerships. The course support teachers in developing a series of [conceptual tools](#) that can guide their thinking and practice.

Inclusive Pedagogy Conceptual Framework

The Foundations of Bilingual Education course is pivotal in establishing the [Inclusive Pedagogy Framework](#) as a way of learning about language minority students. Inclusive Pedagogy is a conceptual framework for professional growth that enables educators to respond in educationally appropriate ways to the linguistic, cultural, and learning diversity of students in their classrooms. Although introduced in the first course, Inclusive Pedagogy provides the conceptual framework for all courses in the TELL program. It serves as the lens through which we examine factors impacting the school experience of language minority students in the United States.

Inclusive Pedagogy consists of five characteristics: Collaboration, Guiding Principles, Essential Policy, Critical Learning Domains, and Classroom Strategies. Each of these characteristics is defined by a standard, goal questions that promote common understandings, and a reflection for change question that promotes united advocacy. While in the TELL Program our focus is on ESL students, the Inclusive Pedagogy Framework can be used to address the needs of all special population students: ESL, multicultural, learning disabled, and gifted/talented.

The [five characteristics of Inclusive Pedagogy and their defining standards](#) are as follows:

- **Collaboration:** Meeting the needs of today's language minority students demands collaboration across academic disciplines, institutions, and school-home cultures.
- **Guiding Principles:** Effective instruction for language minority students must be guided by theoretical and moral principles.
- **Essential Policy:** Essential policy, including standards, classification issues, and legalities, must be an integral part of advocacy for language minority students.
- **Critical Learning Domains:** Learning involves development in cognitive, social/affective, and linguistic domains.
- **Classroom Strategies:** Teachers must understand the what and the why of effective classroom strategies for language minority students.

At the end of each course, participants are asked to demonstrate their understanding of language minority students through completion and presentation of a major project that communicates their knowledge of course content and their deepened understanding of Inclusive Pedagogy.

ProfessorsPlus Delivery System

A distance-learning format was selected for the endorsement over traditional university-centered courses to deliver professional development at multiple school sites that could be adjusted to the needs of rural, suburban, and urban populations and the work schedules of in-service educators. In addition, video-anchoring and the use of a certified, on-site facilitator ensure consistent, high quality content delivery.

The TELL Program uses the ProfessorsPlus™ distance-education delivery system. The Professors part of the course includes the development and provision of a range of useful materials including video segments, CD-ROMs, readings, and engaging interactive learning experiences guided by the chapters in an edtech book. The video segments and CD-ROMs create, in essence, a multimedia textbook. The video segments and CD-ROMs capture the perspectives of educational experts including professors, researchers, teachers, family and principals highlighting content by juxtaposing it against real-world voices and examples of students, educators, parents, and other community members. This makes the relationship between theory and practice immediately visible.

The Professors part also includes the development of an edtech book that guides and supports active learning; encourages thoughtful, analytical reflection; and models appropriate strategies teachers can use with language minority students.

The Plus part of the delivery system is an on-site, masters-equivalent facilitator with extensive public school classroom experience. This facilitator is responsible for creating a sense of community among learners. Employing teacher immediacy to foster interaction, the facilitator shares objectives, uses active learning strategies to promote student engagement, provides opportunities for performance, assesses learning, and communicates with professors.

Sociocultural Theory

A sociocultural theory of learning undergirds all of our TELL coursework. From the first session of the first course, participants are engaged in a learning community designed using the principles of sociocultural theory. We believe that learning occurs best in social activity in which both teachers and learners participate. In these courses, each facilitator develops a community of learners who focus on learning about culturally and linguistically diverse students and altering, improving, adjusting their practice to better meet the needs of ELs and promote the development of language and literacy (particularly academic literacy) in a second language. The courses take an asset-based orientation supporting teachers in building on learners' strength as they promote their language and literacy development.

Although video segments and CD-ROMs provide interesting and provocative content, most of the learning occurs in course activities and discussions in which teachers try out and apply the things we teach. The activities teachers engage in are immediately transferable to their own teaching with ELs. The videos and readings provide scientific conceptions for the ideas, while the activities cause participants to confront how they might adjust their teaching in relationship to what they learn. The learning activities and assignment help participants' knowledge, images, and

conceptions of themselves as asset-based teachers emerge regularly as they apply them in their teaching and thinking. The facilitator's interactions and the design of the course materials support cognitive, social, and linguistic development, modeling what is needed in teaching culturally and linguistically diverse students. We ask participants to work together because we respect their quality and depth of knowledge about teaching and know they can scaffold each others' learning. Most importantly, we believe that the best opportunities to learn involve opportunities to integrate new learning with prior knowledge. The TELL courses consistently ask participants to take responsibility for learning in environments that provide access to new information and the tools to learn and apply it.

In this program, we emphasize the [Standards for Effective Pedagogy](#) for teaching culturally and linguistically diverse students. These five standards have emerged from research on teaching and learning based in sociocultural theory. These standards are:

- **Joint Productive Activity:** Teacher and students producing together
- **Language and Literacy Development:** Developing language and literacy across the curriculum
- **Contextualization:** Making meaning: Connecting school to students' lives
- **Challenging Activities:** Teaching complex thinking
- **Instructional Conversation:** Teaching through conversation

By [using these standards](#) to create a model for teaching, we engage teachers in environments that orchestrate their productive participation in a variety of activities that produce meaningful learning and enable them to provide more productive learning environments for their ELs.

University/Public School Partnership

The TELL Program has been developed within the Brigham Young University–Public School Partnership, which is a collaborative partnership between Brigham Young University and five local public school districts: Alpine, Jordan, Nebo, Provo, and Wasatch. This BYU-Public School Partnership, originally part of a consortium created by John I. Goodlad to encourage the simultaneous renewal of teacher education and schooling has existed for over 30 years. This partnership is guided by the following statement of belief:

WE BELIEVE THAT

- public education is the cornerstone of a civil and prosperous democratic community;
- education is a public imperative, a moral endeavor, and a shared responsibility for all members of society;
- public schools exist to provide access to education for all, which includes both academic mastery and personal development for the purpose of maximizing students' potential to participate fully and productively in society;
- the university supports schools by preparing educators who master their disciplines and who understand and implement curriculum and instruction that support their students' learning and development through ongoing research and inquiry leading to dialogue and action that directly benefit schools.

In addition the BYU-Public School Partnership adheres to the following five commitments.

- **Civic Preparation and Engagement:** the Partnership prepares educators who model and teach the knowledge, skills, and dispositions required for civic virtue and engagement in our society.

Engaged Learning Through Nurturing Pedagogy: the Partnership develops educators who are competent and caring and who promote engaged learning through appropriate instructional strategies and positive classroom environments and relationships.

Equitable Access to Academic Knowledge and Achievement: the Partnership develops educators who are committed to and actively provide equitable access to academic knowledge and achievement through rigor and mastery of curriculum content and instructional skills.

Stewardship in School and Community: the Partnership assists educators in becoming responsible stewards in their schools and communities by dedicating themselves to shared purpose, renewal, and high standards of educator competence and learner performance.

Commitment to Renewal: the Partnership fosters in educators a commitment to renewal through consistent inquiry, reflection, and action within their professional practice, resulting in continuous improvement.

In addition to McKay School of Education and University Faculty from other colleges, the administrators and teachers from the five partnership districts were central in the development of this initiative and contributed heavily to the construction and implementation of the TELL program. As you use these books to guide your learning, you will notice that teachers and administrators from the partnership schools played an essential role in authoring and developing these courses with BYU faculty.



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Course Syllabus: Assessment for Linguistically Diverse Students

Course Description:

This is the first in a series of six courses that will educate you to modify, adjust, and transform your practice in ways that will enable you to support the second language and literacy development of the English Learners or Emergent Bilinguals you are teaching in your regular classroom. We use the phrase Emergent Bilinguals to remind you that your students have a native or home language different from English and if you can support them in learning English and maintaining their language and literacy in their home language they will have an added intellectual benefit and marketable skill-bilignality. Completion of this series of courses will lead to an ESL endorsement.

Course Purpose:

The aim is to expand each teacher's assessment literacy in general and in relationship to second language learners in particular. Through this course, teachers will learn about making assessments Useful, Meaningful, and Equitable. Teachers will become familiar with commonly used tests and techniques to identify and place ESL students in public school settings. They will learn how to develop, evaluate, and interpret tests and assessments. Teachers will develop expertise in using ongoing classroom assessment, alternative assessment, formal and informal assessments, and traditional testing to positively impact instruction and student learning. Teachers will also consider issues in high stake testing for second language learners. The Inclusive Pedagogy Framework guides our thinking about assessing second language learners and our own growth and development as professionals.

Course Goal:

Candidates understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.

1. Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.

Textbooks:

Assessment for Linguistically Diverse Students. This is the main textbook for this course, an instructional guide found in an open access online platform developed by Royce Kimmons (EdTech Books). The book includes all the learning activities, homework activities, and major projects you will be using for the course.

Gottlieb, Margo *Assessing English Language Learners Bridges to Educational Equity*. Corwin Press.

Learning Activities:

A variety of learning activities and assignments will be used to help students understand course concepts. Students become active participants through the use of self-assessment, reflective writing, jigsaw readings, concept application logs, portfolio work, student profiles, response papers, and technology. Assignments will focus on active learning and require individual, paired, or group work to enrich learning. These activities model the planning, teaching, and assessment strategies that can be used with language minority students. There are also homework activities that, when completed successfully contribute to the points accrued for grading.

Attendance Policy:

This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of the course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. As a result, much of the learning will take place through discussion and group activities that ask you to apply the research and theories about the teaching of English learners to your daily practice. Class discussion allows you to learn from your colleagues and to contribute to their learning; the insights of class members will be invaluable in your learning.

The experiences within the classroom cannot be reconstructed outside of class time with the facilitator or independently. Therefore, while attendance in and of itself does not count as part of your course grade, it is an important factor since recovering and reconstructing learning that occurs during class time will be difficult, if not impossible. Further, you will often be given credit for products developed during class time, and your presence is highly valued. In addition, students will usually work with colleagues and will frequently present findings and analysis during class time. For these reasons, it will be very difficult to make up class periods missed.

Grading Policy:

For the above reasons, full credit is only available to those students who attend each session and are present for the entire session. We recommend that if a teacher has to miss more than one of the eight sessions, they should be advised to take the course at another time.

In this course, your grade is based on participation in a learning process (i.e., process points) and the creation of individual and group products (i.e., individual and group product points) that emerge from participation in learning activities and homework. In addition, you will be asked to complete independent major assignments that will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will present your professional development in relation to educating students of cultural and linguistic diversity in the final session of the course.

Grading Summary:

Type of Points	Description	Points
Process	Points for participating in learning activities during class	
Homework Individual Product	Points for individual products produced for homework assignments	
Practicum	Points for individual or group products produced for practicum assignments	
Total		

In the next chapter in this book, you will find a Total Points sheet you can copy and use to track your points earned throughout the course.

Grading Scale: You must earn at least a B- to pass this class.

Percentage	Grade
94-100%	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Explanation of the Template
Total Points



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Explanation of the Template

Learning Outcome, Pedagogical Intent, Student Position

Each book is divided into eight sessions. Each session contains the activities and homework that are the content for the session. Each learning activity (LA), Video Segment (AVG) and Homework (HW) represents an individual chapter in the book. The chapter label represents the content of the chapter. Each chapter begins with a LA or HW Template. The header contains the objective, the pedagogical intent, and student position that capture the essence and animate the intended learning and outcomes for the activity represented. In addition, the LA and AVG include the time allowance and the points represented by them. The HW includes the number of points. LA/AVG and are each worth 25 points and the HW are each worth 50 points. (The total point sheet document identifies the points possible across the course and is found just before Session 1 in every course). Following the template are the instructions for each LA, AVG, or HW. There are links in the homework that will take you to worksheets, readings, or videos or other items the learner will need to complete the task describe in the instruction. The AVG's represent video segments, or sometimes powerpoints. These usually are accompanied by Active Viewing Guides (AVGs) or worksheets to support learners in extracting meaning from the digital materials. These are provided to model the ways in which in your teaching as teachers you need to consider your use of digital materials as texts and enable students learning from these texts.

Each element in the template is important for making explicit participants learning. The **learning outcome** is anchored to the state standards for an ESL Endorsement and is based on the national standards for teaching ELs. The pedagogical intent informs the participant and the facilitator of the learning aim and goal of the specific activity. Attention to the **pedagogical intent** enabled us as designers and enables facilitators to target the activity and make sure that the activity, the interactions asked for, and the materials provided will work in concert to enable participants to not only learn but also take up in their practice the ideas embedded in the activity. When designers and teachers think through the instruction they are providing for students in this way it allows them to be strategic in creating powerful learning experiences. In designing LA and HW using pedagogical intent to guide their design and construction enabled the authors to make certain that the LA and HW would position students for the learning experiences in a session.

In addition to providing the learning outcome and the statement of pedagogical intent, the template includes a **student position** statement. While the pedagogical intent focuses on desired learning from the activity, this statement articulates the history of learning events that have prepared the student to engage in this learning experience. It provides an explanation of the knowledge and experiences that have prepared students to engage in this next learning experience.





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Total Points

In this course your grade is calculated based on the total accumulated points. In each session, you will receive credit for the learning activities and homework you complete. In addition you will accrue points for the major assignments.

You can use This [Total Point Sheets](#) to keep a personal record of work in the course.



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Session One: Understanding My Role as an Assessor

LA 1.1 Exploring Our Assessment Practices
LA 1.2 Considering a Learner's Assets
LA 1.3 Assessing For Placement
AVG 1.1 The Assessment Process
LA 1.4 Outlining and Applying the Assessment System
LA 1.5 Building Knowledge of Types of Assessment
HW 1.1 Actions Taken and Learning
HW 1.2 Attending to Equity and Oral Language in Assessing ELs
HW 1.3 Identifying Assessment Issues for ELs
HW 1.4 Reading about Professional Learning Communities
HW 1.5 Identifying WIDA Scores
HW 1.6 Time Capsule Self-Assessment



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LA 1.1 Exploring Our Assessment Practices

Considering My Assessment Practices



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 25 pts. TA: 15 Minutes	Teachers can incorporate alternative assessments in their practice with English learners as a means of meeting proficiency levels and interests in assessment.	Students have learned about alternative assessment and will now consider using a portfolio assessment and a content-area assessment.

Instructions

1. Form small groups of 4-5 students. Working together, create a chart (using chart paper) with five columns labeling them with the following headings (use abbreviations):
 - Cognitive Academic Development—includes content knowledge, application of skill in that content, critical thinking
 - Social Development—includes relationships, social skills, peer interaction, cooperation and collaboration.
 - Affective Development—includes attitudes, anxiety, impulse control, emotional regulation, motivation
 - Language and Literacy Development—includes progress in acquiring English, communication skills, reading performance and writing skills
 - Physical Motor Development- includes coordination, quality of movement, sensory integration, and agility.
2. Collectively list all the ways you gather evidence of student learning and performance by category. Include formal and informal assessments.
3. Now review the [List of Possible Assessment](#) activities and add any that you use to your list.
4. As a whole group, identify which categories you gather evidence of and which you seem to ignore.

5. Discuss why you gather the evidence you do. Discuss whether assessment in each of these categories is needed and when it would be useful.
6. In each category that is appropriate for your teaching context, identify a practice you never or seldom use.
7. Sign your chart.
8. Working individually jot a note to yourself about how you might try that practice out in your teaching.



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LA 1.2 Considering a Learner's Assets

Tools for Getting to Know a Student



Learning Outcome	Pedagogical Intent	Student Position
<p>Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.</p> <p>Assessment: 25 pts.</p> <p>TA:30 Minutes</p>	<p>Teachers, having assessed themselves in the four areas, will be able to approach their students with an asset-based rather than a deficit-based mindset.</p>	<p>Students have learned about second language acquisition and legal issues related to English language learners. They will assess themselves regarding their linguistic, cultural, experiential, and social-emotional aspects.</p>

Instructions

1. Using the learner's asset graphic organizer fill in your own social & emotional, cultural, linguistic and experiential assets:

- Linguistic: reflect upon how your use of language shapes your personal identity.
- Cultural: reflect upon how your cultural heritage, beliefs, values, and thinking influence others.
- Experiential: do you feel your interests are portrayed in your teaching? How do these interests influence the learning in your classroom?
- Social and Emotional: reflect on how your students might perceive you through the stories, pictures and/or background information that you share with them.

Click and download the [Asset Graphic Organizer](#) to fill it in.

2. Next, working with a partner and using the [Inclusive Pedagogy Framework](#) and the details from the Asset Graphic Organizer, consider yourselves as learners and fill in information in the framework.
3. In your group, what did you learn about yourself and partner through this exercise?
4. How might your education have been different if your teacher had fully considered your social, emotional, cultural and language and literacy assets and other talents and strengths, the policies and programs that could support you, taken different perspectives, held higher expectations, used all they knew about teaching and learning and considered each child as they planned for and enacted instruction and in their assessment of your learning? How might the language and literacy development of the ELs you teach be different if you attended to these issues in your teaching?
5. Think about your own educational experiences. How was your education different when teachers took an assets approach? How has your interaction with your students shifted when you intentionally took an asset rather than deficit approach? What are some assets your ELs bring to the classroom that you might be ignoring and how could you use them in developing ELs language and literacy development?



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LA 1.3 Assessing For Placement



Learning Outcome	Pedagogical Intent	Student Position
<p>Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.</p> <p>Understand how to select and administer norm-referenced language proficiency instruments.</p> <p>Assessment: 25 pts.</p> <p>TA: 30 Minutes</p>	<p>Teachers can appropriately understand and use testing for ELs to appropriately place and teach their students.</p>	<p>Students have participated in discussing a power point on assessment responsibilities for assessment and placement of English language learners. They will review different types of assessments and consider the information gleaned from them.</p>

Instructions

1. As a whole class you will watch a power point labeled ESSA and EL Assessment (here is the [link](#) if you want to watch on your own).
2. Use the [Topics from the Powerpoint](#) worksheet to take notes on the powerpoint. Turn to page 38 in the *Assessing English Language Learners* book by Gottlieb. Review the chart and discuss how what is proposed does or does not match the process used in your school.
3. Working in pairs, using the [Resources from Gottlieb Worksheet](#) to collect information, one pair will Review Resources 1.1 , 1.2 and 1.3 (pp.32-34) and the other pair will review 4, 1.5. 1.6 (pp. 35-37) Note the purpose and use of each resource. Identify what information it provides you about ELs performance.
4. Now as a whole group consider the relationship between Resource 1.7 on page 38 and the other Resources you have reviewed.
5. Refer to the Hellman chart which provides an overview of potential assessment that could be used in assessing and tracking the language development of ELs in your classroom. Use the following link to access and download the [Hellman chart](#). Highlight the ones you know (collectively).
6. Return to the chart on page 38 and make notes about which assessments you could use in the identification and placement process. Note what information the assessment would give and how could you use it to track ELs learning.
7. How do your schools attend to the process on pg. 38? How might what you learned here improve that process? How could you educate others in your educational setting about what you learned in this activity?
8. Identify an assessment you learned about that you might use with your students. Try it out and use this experience for HW 1.1



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AVG 1.1 The Assessment Process



Think About

The Active Viewing Guide is shown below. Click on the link [Active Viewing Guide 1.2](#) and download the Word document to be able to write on it.

- Which of my beliefs and assumptions prevent me from meeting the needs and building on the strengths of my linguistically diverse students in the process of assessing them?
- What do the programs and practices embodied in my curriculum reveal about how my learning, teaching, and assessing practices are aligned?
- What effect can learning more about assessing linguistically diverse students have on how I engage them in my classroom and my discipline?

If you want to review this video later go to this website <https://equitypress.org/-wAi>, click on Session one and click on that video. Scroll up to the video screen and then move the time forward to 1.12.



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LA 1.4 Outlining and Applying the Assessment System

Considering Identification and Placement Processes for Specific Students



Learning Outcome

Understand how to select and administer norm-referenced language proficiency instruments.

Assessment: 25 pts.

TA: 15 Minutes

Pedagogical Intent

Teachers will be able to apply the assessment system to students they need to have assessed and placed.

Student Position

Students have reviewed assessment purposes. They now consider the system for assessing and placing students using a case of a student.

Instructions

1. Working with your colleagues create an outline of the placement process for ELs including identification, placement, exiting and monitoring ELs. Use the notes from the Video Segment you just watched or notes from the powerpoint and Resource 1.7 p. 38 in Gottlieb that you reviewed in LA 1.3.
2. Now in a group, read the assessment details (found below) about either Alex C if you teach in a secondary school or Xian O if you teach in an elementary school. (You might also want to use the handout "Hellman Chart" you used in LA 1.3 and the list of assessments there and from LA 1.1).
3. Outline the steps you would take with each student based on the system diagram you just made.

Elementary EL Student Case

Student Name: Xian O.

Student Grade: 4

Content Teacher: Mr. Smith

Background Information:

Birth Country: China

Home Language: Mandarin

Background: Immigrated from China with his family in 3rd grade

Prior Schooling: Continuous school experience in China in an international school where he learned English instruction in listening, speaking, and reading

Interests: computers, programming

Secondary EL Student Case

Student Name: Alex C.

Student Grade: 10th Grade

Content Teacher: Math/Science Mrs. Coronado

ELD Teacher: Mrs. Winters

Background Information:

Birth Country: Russia

Home Language: Russian

Background: Immigrated from Russia with family in 8th grade

Prior Schooling: Continuous school experience in Russia with limited social English instruction in listening, speaking, and reading

Interests: Soccer and repairing bicycles



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LA 1.5 Building Knowledge of Types of Assessment

Defining and Analyzing Types of Assessment in Terms of Assessment Literacy and My Practice



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of ongoing, classroom-based assessments adapted to student needs. Assessment: 25 pts. TA: 35 Minutes	Teachers will be able to define, categorize and use the assessment literacy chart to examine the assessment types they use.	Students have watched video segments and studied assessments for placing ELs. They are prepared to describe the assessment types they use and develop deeper assessment literacy.

Instructions

1. This learning activity has three sections and you will use the Building Assessment Literacy Chart to report your considerations.
2. In your group, study together the tool–[Assessment Literacy Framework: Concepts, Principles, and Checklist Questions](#). Notice the three main concepts (Useful, Meaningful, and Equitable and the principles and checklists listed in columns to the right of them).
3. Using the Building Assessment Literacy chart, **in section one**, list your understanding of the meaning for each of the three main terms: Useful, Meaningful, and Equitable.
4. Now **turn to the second section** of the chart and provide simple definitions for each of the four terms: formal, informal, formative and summative assessment.

5. In the **same section** use the matrix and provide one sentence that describes each square in the matrix.
6. **Continuing working in section 2**, list a typical assessment in one of the squares in the matrix that you think is an example of that square (remember you explored assessment types in LA 1.1 and through the video segment you watched) . You only need to list one example in each square. (Since where an assessment tool fits in the matrix is partially dependent on the purpose for which it is used provide a sentence after the assessment that explains why it is listed in that square.)
7. **In section 3**, list one of the assessments from the matrix and consider issues for each of the three terms: Useful, Meaningful, and Equitable. In the chart note the strengths and issues for the assessment you listed in terms of these categories. (We have noticed that the two principles under a category have to be balanced for the assessment to work. For example, *educative* provides a challenge to *practical's* requirements for feasibility and efficiency.)
8. Be prepared to share with the class, two statements of what your group learned about the types of assessment or in terms of assessment literacy.



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Access it online or download it at https://equitypress.org/diverse_assessment/la_1.6.

HW 1.1 Actions Taken and Learning



Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

Assessment: 50 pts.

Due: Session 2

Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.

Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

Instructions

Each Week's Reflection Journal (to be completed after each session) should be a log you keep online to respond to the changes you are making throughout the ESL Endorsement. You need to have it completed each week and the facilitator will grade it. You may also be asked to turn it in on a weekly basis.

Since completion of the Language Acquisition class, what have you newly applied from your learning to your current practice?

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?



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HW 1.2 Attending to Equity and Oral Language in Assessing ELs

Developing Knowledge for Assessing ELs



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 50 pts. Due: Session 2	Teachers, when they understand how assessment of EL students is expected and completed in their district and schools, can learn the placement of their EL students as the basis for learning and assessing.	Students have learned about assessment issues on the federal, state, and local school levels for English language learners. They will read a chapter from the Assessment of English Language Learners entitled The Bridge to Equity.

Instructions

1. For this homework assignment you will read Chapter 1 and skim Chapter 4 from Gottlieb, M.(2016). *Assessing English Language Learners: Bridges to educational equity: Connecting academic language proficiency to student achievement 2nd edition*.Corwin Press.) *Here is a link to a 2 min. [video of Margot Gottlieb.](#)
2. To guide your reading, use the reading guides and provide written answers to the questions. We revisit Chapter 4 a later homework so your notes will be helpful for that assignment.
3. Click and download the [Reading Guide for Chapter 1 Gottlieb.](#)
4. Click and download the [Reading Guide for Chapter 4 Gottlieb.](#) You will read this Chapter a second time. The focus here is on research findings about language and student engagement and the assessment of oral language.



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HW 1.3 Identifying Assessment Issues for ELs

Analyzing Cases of Assessment



Learning Outcome

Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs..

Pedagogical Intent

Teachers can articulate issues with assessment and apply these ideas to their teaching practice and advocate for their students around such issues.

Student Position

Students are learning about English language assessment practices. They will now consider issues with assessment through analyzing case studies.

Assessment: 50

Due: Session 2

Instructions

1. Read and respond to the questions for each of the case studies listed below.
2. After reviewing the cases write a response to these questions and be prepared to share your responses.
 - What testing issues can you identify as having an impact on student performance of success on assessments?
 - What concerns do these issues raise for you as a teacher?

Case Studies:

Case Study #1: Rogers Elementary.

The areas that Rogers Elementary serves combine neighborhoods with upper middle class communities and working class communities. Standardized test scores are published in local newspapers and are listed according to specific teachers' classrooms. Oftentimes real estate agents refer to the school's high test scores as a selling point for houses

in the area. Teachers gain recognition and status within the school and the community partially based on their students' scores on these standardized tests.

Over the last few years, many students have moved into the school boundaries who are not native English speakers. These students, however, must take the standardized tests in English. Because of the obvious language barrier, these students do not perform as well as native speakers. Teachers at the school have become quite concerned that their classroom scores will drop if they have non-native English-speaking students placed in their classrooms. One teacher was heard stating:

It is not that I have anything personally against students who don't speak English. It is just that I don't want them in my classroom because they will pull my class' test scores down. I have a reputation to uphold. These are high stakes tests! Probably those kids are smart, but if they don't speak English, their test scores will automatically be low. My test scores must remain high for my professional future and the school's. That's why I don't want those kids in my classroom.

The principal received similar responses from several different teachers and was having quite a difficult time placing the incoming non-native English-speaking students. Actually, the more complaints he heard about how test scores would be lowered, the more he became concerned. He knew that something must be done about the situation, and it must be something that would meet the needs of the non-native English-speaking students and the concerns of teachers.

A. What testing issues can you identify as having an impact on student performance or success on assessments?

B. What concerns do these issues raise for you as a teacher?

Case Study #2: Jesus Sandoval and Ms. Samarge

Jesus has recently arrived in the United States. He is from Mexico City and is 16 years old. Jesus speaks, reads, and writes fluently in his native Spanish, but speaks very little English and reads and writes some English. When Jesus arrived at Wander High School, his counselor enrolled him in a variety of classes including a science course. Jesus was so excited to attend his courses. He was particularly excited about his science class. In Mexico, Jesus had always excelled in science. Jesus' counselor gave Jesus his class list and showed him where all of his classes were located. The counselor had informed each of Jesus' teachers that Jesus would be attending their classes and that he did not speak English, but that he could read and write some English.

On his first day, Jesus entered his science class and the teacher smiled, handed him a textbook, and then motioned him to take an empty seat. She then lectured to the class regarding the subject that they were studying—photosynthesis. As Ms. Samarge lectured, she drew pictures on the chalkboard, showed a video, and asked the students many questions. At the end of the lecture, the teacher assigned certain pages and assignments from the textbook as homework. Jesus attended class everyday that week and the week after that. He sat by another Spanish-speaking student who would translate for Jesus when he could.

Each day, the class proceeded in the same manner—a quick written quiz would be given on the previous night's reading, the teacher would lecture using many visual aides and repeating the information in many different ways, and then assign new homework out of the textbook. After two weeks, Jesus had not turned in any homework and had flunked all of the written quizzes. His teacher was concerned.

Ms. Samarge knew that students learning English were supposed to be able to better understand the content material if the teacher used many visual aids and presented the information in multiple ways while teaching. Ms. Samarge wondered what else she could do to try to find out what Jesus understood.

A. What testing issues can you identify as having an impact on student performance or success on assessments?

B. What concerns do these issues raise for you as a teacher?

Case Study #3: Ms. Washington and Coco

Ms. Washington had been teaching for over twenty years in an urban and very diverse elementary school. Over the years, Ms. Washington had children from all different socioeconomic, ethnic, and language backgrounds in her classroom. She prided herself on treating all of her students equally: "I don't see color. I just see children." Ms. Washington applied this philosophy to all aspects of her classroom, from teaching to curriculum to testing.

Coco started the school year in Ms. Washington's classroom. Originally from Hungary, Coco had been living and going to school in Germany for the last four years. Coco attended class regularly and was eager to do all of the work. However, Ms. Washington noticed that Coco consistently did very poorly on the weekly spelling, oral dictation, and sentence tests. This pattern puzzled Ms. Washington because Coco would often spell words correctly in her journal and then make errors on the spelling, oral dictation, and sentence tests. After several weeks of this same pattern, Ms. Washington decided to speak to Coco.

Ms. Washington gathered Coco's daily journal and the past few weeks' spelling, oral dictation, and sentence tests. Ms. Washington showed Coco the words spelled correctly in her journal and the pattern of misspelled words on the tests. She asked Coco to explain why she did not spell the words correctly on the tests. Coco explained that it was because during the tests, Ms. Washington said the spelling words and oral dictation too quickly and that she did not have enough time to hear and understand them very well, let alone write them down. Coco went on to explain that when she wrote in her journal she had enough time to think carefully about what she would write, look up words in her English-Hungarian dictionary, and re-read her sentences. Ms. Washington realized that Coco did always work on her journal writing for the full time allowed, rather than finish early as many other students did.

Rather than being relieved by Coco's explanation, Ms. Washington became even more concerned. She could not give Coco more time during the spelling, oral dictation, or sentence tests because that would not be equal or fair to the other students. She always treated all students fairly and equally in her classroom. Ms. Washington did not know what to do.

A. What testing issues can you identify as having an impact on student performance or success on assessments?

B. What concerns do these issues raise for you as a teacher?

Case Study #4: Julia and Mr. Hansen

Following in the footsteps of her two older sisters, Julia has been in Mr. Hansen's math class at Madison Middle School since the fall. Julia's family has lived in the neighborhood for many years and is of Mexican-American descent. They are hard workers from a lower socioeconomic background. Julia's parents encourage their children to do well in school and to speak both English and Spanish because they believe that these abilities will help their children get better jobs. Mr. Hansen thinks Julia is friendly and hard-working, but a little unconfident, just as her sisters were. Also, like her sisters, Julia performs terribly in math. She has never received higher than a C- on any math test she has taken in Mr. Hansen's basic math class, which is the lowest math course offered at the school.

Julia works hard on the daily in-class and homework assignments and, generally, does fairly well on them. However, on every test day Julia is either sick or does poorly on the test. When Julia does take a test in Mr. Hansen's math class, she is usually the last person to finish. Sometimes Mr. Hansen will notice that halfway through the testing time, Julia still has not started and is just looking through the pages of the exam. Mr. Hansen does not feel that it is appropriate for him to try and help her during a test because that would not be fair to the other students. So, he just watches Julia "waste" time. He has spoken to Julia about this problem and her tendency to be "sick" on test days, but Julia just smiles. Because of her low self-confidence, Mr. Hansen doesn't want to push the issue for fear she will perform even more poorly on tests or miss more days of school.

A. What testing issues can you identify as having an impact on student performance or success on assessments?

B. What concerns do these issues raise for you as a teacher?



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HW 1.4 Reading about Professional Learning Communities

Considering How They Might Function as a PLC



Learning Outcome	Pedagogical Intent	Student Position
Candidates understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English Language Learners for placement, proficiency, and instruction.	Teachers can work together in a PLC within a TELL Endorsement Course.	For this course, students are grouped in PLCs. They will now read an article to learn more about and consider how PLCs work.
Assessment: 50 pts.		
Due: Session 2		

Instructions

1. Read the article about professional learning communities. Access it by clicking the following link: [PLC Summary](#).
2. Write one paragraph discussing how your assigned working group in the assessment class can work as a PLC.
What are the roles of the members and what rules will guide your actions in regard to the what you learned about PLCs.
3. Bring your paper to class next week.



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HW 1.5 Identifying WIDA Scores

Considering ELs WIDA Scores and Facts about Them in Terms of Assessment



Learning Outcome

Understand how to select and administer norm-referenced language proficiency instruments.

Assessment: 50 pts.

Due: Session 2

Pedagogical Intent

Teachers can learn more about their students by accessing reports of their assessment results.

Student Position

Students are learning about English language assessment practices. They will now access assessment scores for the student they are working with.

Instructions

- This assignment must be completed individually.
- Access your state data base and find your student's LEP proficiency level. The student your are working with should have an LEP proficiency score between 1-4.
- The facilitator will provide instructions to enable you to access your district student data system and obtain the WIDA scores of your students. See instructions to access your report.
- Use the following <https://equitypress.org/-gwWk> to access grade level Can Do Descriptor chart. If you do not teach a class choose your group project grade level.
- Identify the Can Do Descriptors that will be relevant as you consider assessment for the EL student you identified. Gather additional facts about the EL student you are working with for the assessment course, using the questions on the student profile form found at this [link](#).



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HW 1.6 Time Capsule Self-Assessment

Reviewing My Current Assessment Practices



Learning Outcome	Pedagogical Intent	Student Position
Identify and articulate how your beliefs impact your ability to gather and evaluate evidence of student learning. Assessment: 50 pts. Due: Session 4	Teacher can, as they learn about assessing students, apply their learning to change/improve their assessments they currently use to assessments that will increase their knowledge of what and how their students are learning.	Student have informally s evidence of student learn of assessing, learning, ar document their most rec assessment practices in reflection and demonstra

Instructions

Create one copy of a time capsule that includes the following **three items**:

Item A: Formal Assessment: Describe in one page or less how you formally assessed and graded students during your most recent teaching experience. Include the following three sections in your description:

- Describe the kinds of tasks you asked students to do to show what they are learning. Include tests, quizzes, and other
- Describe how you scored that
- Describe how you aggregated scores to determine grades, including the weighting you used, if any, for various components of the

Include evidence to support your descriptions, such as a few photocopies of example tests, other assessments, and gradebook pages. To preserve student confidentiality, please omit the names of individual students.

Item B: Informal Assessment: Describe in one page or less how you informally monitored what students were learning during your most recent teaching experience. Include the following three sections in your description:

- Describe what you typically did while students were working on classroom assignments.
- Describe how you knew what students were learning day-to-day.
- Describe the kinds of feedback you gave students in between formal assessments such as written tests

Include any evidence you have that supports this description of your informal practices (e.g., notes, anecdotal records).

Item C: Download the [Snapshot of Me](#) form, respond to the questions and and print out one copy.

2. Seal the 9 x 12 envelope containinig your time capsule. Write your name on the outside of the envelope and give it to your facilitator in Session 4. This envelope will be returned to you during near the end of the course where you will examine your growth from the course.



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Session Two: Developing Understanding through Media

AVG 2.1 Parables of Classroom Interaction
LA 2.1 Changing the Conversation
AVG 2.2 Learning WIDA's purpose and philosophy
AVG 2.3 CAN DO Approach
LA 2.2 Introduction to Using Can-Do Descriptors
AVG 2.4 Planning with the End in Mind
LA 2.3 Planning for the Final Project
HW 2.1 Actions Taken and Learning
HW 2.2 Assessment for English Language Learners
HW 2.3 Implementing WIDA Can Do Philosophy
HW 2.4 Supporting English Learners
HW 2.5 Analyzing WIDA as Assessment



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AVG 2.1 Parables of Classroom Interaction

Considering the Impact of Assessment in Teaching



Think About

- What is the work of the student in making the instructional input comprehensible?
- Click this link to download the [Active Viewing Guide](#) and use it to take notes as you view the video segment.
- If you want to view this video later go <https://equitypress.org/-BXs>. This video comes from Understanding Language Acquisition. Click on Session 6 on the left hand side of the screen and then click on the video segment 6.2. Then scroll up and start the video.

Conceptual Outline

In planning for interaction, consider how you position second language learners for communication.

Content-Area Literacy in Second Language Acquisition

- Communication
- Input
- Interaction

Second language learners who engage in meaningful interaction learn language and process academic content at a deeper level.

Meaning Making

Plan for interaction?
My cultural awareness?

Annala Teemant (Brigham Young University)

Students' verbal participation may reflect their stage of development.
When students feel safe and linguistically ready, they participate verbally.

My focus on interaction?
Teaching culture?

Beginning language learners need to have nonverbal ways to participate.

Participation differences may be based in culturally different interaction patterns—their cultural ways of being. When I first arrived in Hungary, it seemed to me that people were arguing. Then I realized, Hungarians talk over the beginning and ends of each others' sentences. In Finland, I learned that you do not greet people you do not know.

When you learn a language, you also learn new cultural ways of being and interacting.

Interaction as a tool for planning reminds us second language learners have different social and cultural expectations. Teachers help students figure out interaction patterns in our culture—social and academic.

Roland Tharp (University of California, Santa Cruz)

My classroom patterns of interaction?

Culture is learned between parents, children, and extended family, and within the social, religious, economic, and other institutional structures: It occurs in interaction not isolation.

From the ways students interact with each other, the adults, and even materials, teachers can see culture. Students, even in kindergarten, bring to school with them repertoires of interaction patterns:

- How to interact with peers
- How to react to adults
- What the role of the teacher is
- How to treat respected adults
- What the courtesies and conventions of conversation are

The teacher sees these patterns not in students but in their interaction.

Jean Clandinin (University of Alberta)

Conceptual Outline	Meaning Making
I'm more thoughtful now to not assume that everyone has a story that's similar to mine. I think that a culture is an amazing shaping force. I think we're mostly unaware of it.	My students story? My story?
David Corson (University of Toronto) Most schools are little islands of isolation in communities that are very different from the cultural community the school creates.	The school community?
Mary McGoarty (University of Northern Arizona) The teacher, as an authority figure in a classroom, has a very important role because I think students learn far more from the silent examples of teachers than they do from the overt teaching.	My silent example?
Priscilla Helm Walton (University of California, Santa Cruz) [Teachers] can teach them English, but I've seen that done in a context of great contempt, as well as in a context where the teacher really appreciates where the children are coming from.	My disposition?
Jane Zuengler (University of Wisconsin, Madison) I don't believe many of us, certainly not I, can go into a class thinking, "I'm equipped through my life experience to handle all of this."	My flexibility? My Preparation?
Carol Lynn McConnell (Secondary ESL Teacher) Unless you've been taught how to deal with someone from another culture —how to relate to them, you don't just automatically know those things. You need to be taught.	Lessons for my students?
Enrique Trueba (University of Texas) This is not the enchilada culture—which is a superficial knowledge of people's cuisine. It is more getting to the soul inside of them, understanding why they do whatever they do.	Culture as soul?
Priscilla Helm Walton (University of California, Santa Cruz)	

Conceptual Outline

Meaning Making

[Teachers] can teach them English, but I've seen that done in a context of great contempt, as well as in a context where the teacher really appreciates where the children are coming from. Students come with their own stories. Some are like yours and others are culturally far removed from yours.

Courtney Cazden (Harvard University)

Teachers and schools start out as strangers. Because of increasing migration through the world, teachers are strangers in a double sense:

- not knowing a child's history and life outside of school.
- not knowing the child's culture.

If students are from families like the teacher's own, they can make some good guesses. But the more different a student is from the teacher's culture and individual background (for example African American, Hispanic American, Navajo, Upic in Alaska, Hmong, etc.), the harder it is for the teacher to make deep connections and have complex conversation with the student.

My life and my students' lives?

My culture and my students' cultures?

Annela Teemant (Brigham Young University)

Our cultural way of being has consequences for interaction and for interpretation of interaction. When we are very like our students, culture is less obvious, but when someone stands too close, refuses to look in our eyes, or is ever agreeing, cultural patterns can interfere with our communication. Then students' work means being flexible or becoming bicultural. Teacher's work is bringing a cultural perspective (multiple perspectives) to interactions with our second language learners.

A lens for interpreting my classroom?

Roland Tharp (University of California, Santa Cruz)

Patterns of activity—activities considered normal, normative, comfortable, and understood—are very different in different communities. They can vary by age, by gender, etc. Understanding how that works and knowing students' expectations about school from what they participate in outside school, teachers can design better learning experiences.

My classroom norms?

Stefinee Pinnegar (Brigham Young University)

Direction of support?

In my study of the differences between expert and novice teachers, I learned the following

- Novice teachers expected students to appreciate how hard they worked.
- Expert teachers understood that in teaching support goes from the teacher to the student. They knew students are not responsible for making teachers look better as teachers. Teachers are responsible for making students look better as learners.

Carol Lynn McConnell (Secondary ESL Teacher)

You help these students where they are. You are committed to doing what it takes to support them. Some get in trouble. I see them in the office and think, "There you are again." I used to think, "I am trying to do my part, and what are you doing? I won't bother with you." I've realized that loving somebody isn't dependent on how they behave—you just do it. It makes a big difference in my ability to work with kids. They can get kicked out of school. I can stop a fight and I love them anyway. They know that and they respond to it. For me, that's advocacy.

My limits?

My advocacy?

Stefinee Pinnegar (Brigham Young University)

Expert teachers forgave students for not doing homework, for cheating on tests, for lying about book reports. They never allowed themselves to be in a position where a student could completely betray their trust, because once trust is broken, a teacher can no longer completely support a student's learning.

In turn, if students are to learn from teachers, we must be completely trustworthy. We have to guard against violation of their trust in us. When a student trusts a teacher, then learning begins. Trust is fragile, especially in cross-cultural interactions. Expert teachers simultaneously forgive, consider more positive interpretations, and yet hold students accountable for learning.

We need to be certain that as teachers we do not interpret cultural difference in such a way that it breaks trust with our students.

Forgiveness, trust, learning?

Classroom Parables of Cultural Interaction: Epics of Humor and Conflict

Cultural Ways of Being

- Differences in Disciplining
- Age Group Interaction
- Definitions of Success
- Cooperative Orientations
- Gender and Autonomy

Differences in Disciplining

Cynthia Ballenger (Elementary School Teacher/Researcher)

Children were being referred because they wouldn't behave when the teachers spoke to them in the ways that American teachers are used to speaking to children: "If you run in the hallway you'll fall." It would sometimes make children laugh. I now see that it seemed quite odd to them that they were being given a reason, as if it were a discussion between them and the adult as to whether or not they thought that consequence was worth undergoing rather than just saying, "Don't run in the hall," "Don't hit him."

There was a whole crowd of Haitian kids and they wouldn't behave. The kids were always disruptive. The teacher was feeling somehow responsible, but she was only an intern. But one day this little girl stayed in the stairwell and wouldn't even enter the class. The teacher could take it no longer. She went up to the director and said, "I have something I have to say to the Haitian children." She brought all of them together. She said, "Did your mother send you to school to fight? Did your mother send you to school to kick kids?" And the kids would say, "No." "Did your mother send you to school to not obey the teacher?" And the kids would say, "No." It was a very group process and it made a great difference evidently to these children. Now only one child was necessarily bad that day, the one in the stairwell, but the whole group received reminders of the reasons their mothers had sent them to school. Of course, this woman didn't know the mothers, but she knew what the mothers wanted. I learned a great deal from that story. I used to try to discipline the kids individually, as Americans do. If one kid was paying attention and two weren't I'd say, "Geraldine, what a good job you're doing paying attention," and Geraldine would then fall off the chair, laughing. It would make her so nervous to be singled out like that. It was both the group process and the idea that you invoke their parents because you do know what they want. With American kids—I don't know how many of you have had the experience of saying, "Does your mother let you put your feet on the table?" And the American kids are likely to say, "Yes." They're not used to this sort of solidarity, but the Haitian children responded to it quite well

My story?

High expectations?

Multiple perspectives?

Knowledge-based practice?

Accountability?

Cultural responsive pedagogy?

Age Group Interaction**Roland Tharp (University of California, Santa Cruz)**

For example, the schools really expect kids to arrive, whether it's Kindergarten or first grade, whenever they arrive at school, we expect kids to be able to attend to the teacher, obey the teacher, follow instructions, be able to be under self-control, to work individually, to have a certain sufficient amount of discipline, to be able to follow instructions, to not be too noisy, and certainly to orient toward the teacher and to expect to

High expectations?

Multiple perspectives?

Knowledge-based practice?

Accountability?

Culturally responsive pedagogy?

closely follow the teacher's guidance. That is not the way that Polynesian society is organized. Polynesian society is a much more age-graded society, in which most of the social organization is, for example, among children, and then among adolescents, and among young adults, and so forth. And there is a great deal of autonomy and self-regulation within those particular groups. So the kids are accustomed, they come to school expecting to relate to their peers, to gain information, to share information, to work jointly, to solve problems together, and to intrude on adults (unless invited) very little. And if the adults want something, they'll let them know. Otherwise, kids go about your business and work on your own recognizance and work with each other.

That is not the common expectation of the first-grade teacher in ordinary education.

Definitions of Success

Enrique Trueba (University of Texas)

American society's so geared to success. And we assume success means the same thing for every-body, and it doesn't. We looked at competition as a means to discriminate failure from success, and some authors say that we engineered the failure of some and the success of others. An entire branch in sociology deals with that issue: the social creation of success for some and failure of others.

Well, the interesting part is that in a multicultural population, success for some is a failure of others. For example, academic success (in some of the Asian cultures) with the abandonment of the language and culture is failure. The leaving of the family values, the neglecting of the community is the worst failure that can be identified among Chinese, Korean, Japanese, and so on.

There are interesting studies of Koreans that do anything to support the Korean brother to go to school in the US. I think that what we miss here is that success is not a one shot, a one time, and forever. The most clear definition of success, in the study we're doing with Asian and Latino

High expectations?

Multiple perspectives?

Knowledge-based practice?

Accountability?

Culturally responsive pedagogy?

successful high school kids, is that there's a long-term strategy in which they go up and down, but they never stop trying to go up. And in that situation, what the kids learn is how to understand the politics of success in American society without betraying ethnic identity. Meaning they will continue to learn how to make good decisions, how to use the environment well, who to ask for information, when to do what, how to learn to take tests, but they do all that always keeping a high respect for their families.

For American mainstream society, we have created a fictitious environment of "If you fail in school, you fail in life." Academic achievement is not everything. It's more important for a child to remain part of the group, to feel he belongs somewhere, not to become marginalized, to have self-confidence, to be feeling that he's a good and important person, rather than having high grades. The grades may or may not come, but when somebody feels marginalized and stupid for life because he cannot do as well in class, I think it's disastrous

Norma Garcia Bowman, Secondary School Teacher

I said, "Jose, down in the counseling department, they need somebody who is responsible, can speak English and Spanish. You're smart, extremely intelligent, honest and trustworthy. So I recommended you to help in counseling and help parents who come in that don't speak English." I said, "I want you to go down right now. Miss King is waiting for you."

I get a note from her about two weeks later. She wrote, "Jose is so nice and he's so responsible. He's just what we needed. We just love him." The next day he comes into the class.

"Jose. I got a note for you from Miss King." He says, "Really? Is it a good note?" I say, "It's a really nice note, and I'm so proud of you because you're proving wonderful things for all of us—for yourself and for the rest of us. You're proving good things for the Spanish kids." I read the note. The kids were teasing him. But the kids were so surprised to see somebody like that write a note about somebody like him. He was so surprised. "Really, Ms. Bowman, she wrote this, really?" I said, "Jose, you're doing a really good job. You're doing exactly as I knew you could do."

One of the things that we do in our culture, the Mexican or junior high Mexican culture, or high school Mexican culture. We watch one of us who is willing to stick his neck out and try something. We'll say, "Let's see how this person does. Let's egg him on" and we push him to do it, and then we can all see if he can do it. And we encourage each other, but at the same time, not everybody's going to stick their neck out. One person will stick their neck out and the others will watch to see what happens. And if that person fails, that ruins it for everybody else. But if that person succeeds even a little bit, the other people think, "Hey, he got this far. I think I can get that far." And then you just keep building on that.

Knowledge-based practice?

Culturally responsive pedagogy?
Accountability?

Multiple perspectives?

High expectations?

Conceptual Outline

Meaning Making

It brings encouragement to the group. It's a whole group thing—not all individual, we work in groups. We see if somebody's going to make it, then we participate. Move a little bit and then we watch, move a little bit. That's the way we work.

Gender and Autonomy

Roland Tharp (University of California, Santa Cruz)

The way people group themselves, I'm reminded of some of our own disasters that we've had in our school design in not fully appreciating (when we were working with Navajos) the degree to which gender separation begins to happen in that society so early. It's perfectly obvious. You can't go anywhere on the reservation without seeing that men are there and women are here in almost every activity. We had no appreciation for the fact that it would begin in second grade—but it did and it does. So, not understanding that, we were mixing up the kids in different kinds of activities that they found just unendurable and stupid. Until we figured that out, we were really trying to go against the grain, and it wasn't necessary. It was perfectly possible to teach that at some point, for certain purposes in school, they need to also work cross-gendered, they need to do that too. But we were really bulldozing it just out of ignorance.

Native Americans, going by my example, (this is not true of every tribe, but by and large), they have enormous autonomy given to children that are very, very young. Sheep herding kids at 5-years-old will stay out all night alone. They have that expectation in the classroom that they can and should decide things. Those decisions are respected by Native American adults. In African-American society, for example, it's much more often the case that small children are kept under very tight rein by adults. Kids expect that, and when they are tightly controlled and guarded and marched along, that's a sign of affection and respect. No one expects them to be able to decide exactly what they want to do when they're very small children. And mainstream society is probably somewhere between.

Teachers play an important role in creating culturally and linguistically safe classrooms where children from different cultures can freely interact.

Multiple perspectives?

Knowledge-based practice?

Culturally responsive pedagogy?

High expectations?

Accountability?

Culturally responsive pedagogy?

Peggy Estrada (University of California, Santa Cruz)

Classrooms may be the only place where students from different cultures can come together around a common activity and begin to learn to develop a community. They begin to see that other students, who on the surface look different, live in a different neighborhood, speak a different language, come from a different culture, share interests and have expertise.

Multicultural space?

Shared respect? New expertise?



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LA 2.1 Changing the Conversation



Learning Outcome	Pedagogical Intent	Student Position
Understand issues of assessment and accommodation using an asset-based approach. Assessment: 25 pts. TA: 25 Minutes	Teachers can advocate for their English language learners when they focus on asset-and strength-based thinking.	Students have been introduced to the importance of asset-based thinking regarding the diverse students they teach. They will read an article about improving the way we talk about students.

Instructions

1. Read [Changing the conversation](#) and [WIDA Can do Philosophy](#) and [Guiding Principles of Language Development](#).
2. Find a partner in the room.
3. Imagine you get onto an elevator with a colleague or boss. You only have from the second to the seventh floor to share with this person your point of view on Changing the Conversation about ELs based on the articles you just read.
4. Be prepared to discuss the following questions with the whole class:
 - What conversations about ELs in your school do you find troubling?
 - How could you shift the conversation to focus on assets rather than deficits?
 - How could the information from the two WIDA documents help you with that?
 - What actions steps will you take to shift the conversation about ELs in your school?



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AVG 2.2 Learning WIDA's purpose and philosophy

Gathering Information from a Media Presentation



Think About

Click on the following link to watch a [video of a PowerPoint about WIDA](#).

Use the [Active Viewing Guide 2.2](#) to take notes. Click the link and download it to work on it. Be prepared to discuss with your group:

- What is WIDA?
- How can it help me better build on, strengthen, and support the learning of ELs in my classroom?
- How is WIDA applicable to my classroom, content, and teaching?



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AVG 2.3 CAN DO Approach



Think About

Click and download the link [Active Viewing Guide 2.3 Can Do Approach](#) to work on the document.

If you want to watch the video later, follow this link:

<https://vimeo.com/120179910>

- What is WIDA?
- How can CAN DO descriptors help me better build on, strengthen, and support the learning of ELs in my classroom?
- How are WIDA CAN DO's applicable to my classroom, content, and teaching?

Topics to Consider	Meaning Making
English learners have an advantage when they can use both languages equally well?	What is the advantage?
They need to gain academic language. Why should every teacher, no matter the content of the grade level, be concerned about academic language?	What is entailed in academic language?
Word? Sentence? Discourse?	Why should you understand these three? How can you help English Language Learners achieve through academic language?
What is the best purpose for a bilingual program?	Goal?

Topics to Consider

Meaning Making

Gottlieb: "Students are the centerpiece of our educational system and they are the nation's future. Language and learning should revolve around who our English language learners are, what they do, and how we can benefit from the tremendous assets they bring to school."

Explain what this means to you and what your role as a teacher could and should be.



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LA 2.2 Introduction to Using Can-Do Descriptors



Learning Outcome	Pedagogical Intent	Student Position
Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency.	Teachers can identify and utilize suggestions from the Can-Do Descriptors to individually and collectively plan content lessons to which all students can access and learn from.	Students have referred to the WIDA Can-Do Descriptors in general. Now they will evaluate where the student they are studying is as far as proficiency in English in order to better understand the descriptors and how they can utilize them in their classrooms.
Assessment: 25 pts.		
TA: 25 Minutes		

Instructions

1. In your PLC group and using your knowledge of the students each PLC member is studying, consider their WIDA proficiency scores and grade level. Scroll down the [WIDA Can Do descriptors chart](#) and select the appropriate grade level. Record your student's WIDA scores for each domain (reading, writing, listening, and speaking for Grades 1 and beyond and expressive and receptive for K).
2. Refer to your chart and discuss the following questions:
 1. Which language domain is the highest? Why do you think that is?
 2. Which language domain is the lowest? Why do you think that is?
 3. What similarities do you see among your students? What are the differences?
 4. What verbs and language can you identify that are similar to grade-level Common Core State Standards (ccss)?
 5. How can understanding EL proficiency levels and using the Can Do descriptors inform your instruction?
 6. How can you use the CanDo descriptors to improve assessment practices?
 7. Be prepared to report your group's insights to the rest of the class.



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AVG 2.4 Planning with the End in Mind



Think About

- Which of my beliefs and assumptions prevent me from meeting the needs and utilizing the strengths of my linguistically diverse learners?
- What do my assessment and teaching practices reveal about my beliefs, teaching, and learning and the learning ability of second language learners?
- How might learning more about assessing linguistically diverse students effect how I engage them in learning?

Active Viewing Guide 2.4 follows below. Click and download the [active viewing guide](#) if you want to take notes as you watch the video lecture.

If you want to review this video later, then enter this website into your browser. Then select session 2 on the left side of the screen then on the right side scroll down and select 2.2. <https://equitypress.org/-wAi>

Conceptual Outline

Meaning Making

Linda Darling Hammond (Stanford University)

Schools or prisons?

In the last ten years, the California prison system budget has grown 900%. The national prison population has grown 300% while public schools have grown 25%. The odds of a young black man 18–24 years old being inprison are greater than his being in any educational setting. More than 40% of adjudicated juvenile delinquents have learning disabilities not identified in their schools, and 50% or more of the young people in prison are functionally illiterate. Students that don't get access to an adequate and appropriate education have few options for engaging pro-ductively insociety.Our ability to imagine and invent schools that work effectively for all

students at this moment in time will determine what happens in our society. We're being challenged to teach for understanding, to enable people to think critically and problem solve, to use knowledge as their own, and in a way that diverse students with different learning styles, backgrounds, and languages can get access to the curriculum.

Annela Teemant (Brigham Young University)

All students need to be challenged cognitively. They need to explore concepts, not just memorize them, engage in interesting and meaningful activities, not just drill-and-kill exercises.

Cognitive challenge for all?

We examine a classroom where a teacher values student thinking, not just right answers. We watch a segment of a math lesson where students are exploring the different ways that a student might divide a rectangle in half. She not only encourages different answers but also supports students in helping their classmates understand the answer and the thinking processes that led to that answer.

Valuing thinking?

Valuing right answers?

Heidi Andrade Goodrich (Ohio University)

Goals and assessment?

You choose an assessment based on what your goals are. If you want students to be able to remember and recall information, multiple-choice tests are fine. Sometimes that's exactly what you need. They're simple to do, straightforward, and easy to score. They tell you if students have discrete knowledge and skills. If that's what you need, they're fine. Begin by thinking about what you want them to be able to do at the end of the unit and plan backwards from there. If you want students to analyze, critique, create, wonder, solve problems, apply, make decisions, interpret—the list is endless—then your assessments have to involve those skills.

Annela Teemant (Brigham Young University)

As teachers, you should begin planning curriculum with the end in mind. That is, what you want students to be able to know and do as a result of your teaching. Decide what the big ideas are. These are your learning goals. Then determine what assessments would provide evidence that students are learning. And finally, design learning activities that teach content and prepare students to provide evidence of their learning.

Curriculum Design:

1. Identify Learning Goals
2. Determine Acceptable Evidence
3. Design Activities

Identify Learning Goals**Jay McTighe (Independent Consultant)***My learning goals?*

With the information explosion, one of the greatest challenges of teaching today is the problem of too much knowledge to cover and not enough time. When our goal is understanding, it complicates the problem because understanding requires more than just hearing it once or covering it on the surface. We can cover more content in class by talking faster, but that doesn't yield meaningful learning or in-depth understanding. If our students are going to understand we have to slow down and uncover the curriculum. So, we can't teach everything there is to teach. And some things are more important than others. For us the challenge is in prioritizing what we're going to emphasize—what we're going to uncover vs. cover—and finally, what we're going to ignore.

Annela Teemant (Brigham Young University)

Teachers can turn to several sources to help them decide what to emphasize, uncover, or ignore:

- knowledge of your discipline,
- professional standards, and
- knowledge of your students.

Lydia Stack (San Francisco Unified School District)*Focus on standards?*

A curriculum that meets the needs of second language learners is focused on standards. They tell you what it is

students need to know. We want teachers to go in depth into a few units of study and cover all the standards, rather than being worried about covering a huge breadth of curriculum, which is difficult when the students are limited in their English.

Nancy Cloud (Rhode Island College)

Students and my curriculum?

Teachers need to answer questions about their students:

- What is their proficiency in their two languages?
- What is their background knowledge and experience?
- What is their interest in the subject?
- How motivated are they?
- What is their starting place?

This is crucial for the success of these children. I think a teacher's joy in teaching is tied to student success. You aren't happy with your teaching unless you're successful. To be successful, you have to know who your students are at a very deep level.

Annela Teemant (Brigham Young University)

My students' intellectual future?

Decisions about the focus and content of the curriculum belong to the teacher. It is one of the weightiest moral decisions you make. Because in making it, you decide the educational opportunity and intellectual future of your students. This is why some teachers try to "cover" everything, but good teachers know that students will forget 80% of the curriculum covered. Developing a deep understanding of important content—content that can be applied both in and beyond the classroom—is a more appropriate approach.

Linda Darling Hammond (Stanford University)

The international math and science studies showed that the US performs worse than other countries that teach only a half or third as much as we do. In a math classroom in the US, the typical expectation is that the teacher covers the 32 chapters in the book. In Japan, in the seventh grade, the teacher teaches only four big ideas. In the US, we go through things superficially and don't have time to go deep.

4 or 32?

Yvonne Freeman (Fresno Pacific University)

Focusing on questions can make a difference. A big question is something that matters. Something that connects to your students and something that will really involve and validate what students already know. For all learners, but especially for our second language learners, big questions pull them in and engage them. When students aren't interested, they disengage. When you organize around big questions, you're coming back to the same vocabulary and you are connecting to the same vocabulary.

Jay McTighe (Independent Consultant)*Questions?*

Provides an example from his friend, a high school English teacher. David teaches *Catcher in the Rye* through a central question: "What's wrong with Holden?" It's an interesting question that demands to be uncovered. Early on he tells students that at the end of their reading and discussion they will write a letter to Holden's parents and to the hospital staff where he is housed. Many students read this book thinking of it as Holden's excellent adventure. So the question, "What's wrong with Holden?" is not only an assessment question, it's a way to guide thinking and interpretation of the text as you go along. The question helps students get beyond the surface features of the novel to really interpret what's going on here. Is this a deeply disturbed young man or is this kind of a normal adolescent guy feeling his oats?

Annela Teemant (Brigham Young University)*The end?*

When teachers begin with the end in mind and focus on the most worthy questions and ideas, it becomes easy to connect students' learning to things that have personal significance for them. Teachers have time to do what Jay McTighe calls "uncovering the curriculum."

Jay McTighe (Independent Consultant)

Often in these days of books of content standards and long state tests, when teachers talk about curriculum we

*Uncover? Cover?**Facets of understanding?*

hear the word “cover.” The dictionary provides two connotations for “cover.”

- One is to obscure, as in to “coverup.”
- The other is to cover the surface, like a bed spread.

If you think about that with respect to content knowledge, neither connotation supports learning as a goal. We don’t want to obscure and skimming the surface may do a disservice to students. Our contention is we want to uncover the curriculum and go deeper. We can take a big idea or a core process and use it in a variety of ways.

He gives the example of the Magna Carta. He suggests studying the Magna Carta not to fixate on the date but to get to the larger idea—democratic governments need to balance the rights of individuals with a common good. A written constitution helps us to define the rights of individuals and helps us avoid abusive government power.

We can use this idea to consider emerging democracies in other parts of the world and ask the question, “How are they safeguarding the rights of individuals with a common good?” How does their written constitution help to avoid abusive government power? These are enduring ideas—at the heart of government—that transfer.

Marvin Smith (Brigham Young University)

When teachers begin with the end in mind, they first decide what is most worthy of classroom time and attention. Next they determine what would count as evidence that students’ understanding of these concepts will endure. Thomas Romberg provides teachers with helpful guidance in doing that.

2. Determine Acceptable Evidence

My instruction and evidence?

Thomas Romberg (University of Wisconsin, Madison)

When we wrote the assessment standards for the National Council of Teachers of Mathematics, we said: “Look, you want to gather evidence about what students can do. What you want to do is think about what are the sources of evidence that are available for different purposes? You want to judge how a lesson worked so that you can plan tomorrow’s lesson. You want to observe and listen to students. Then you know how to adjust your lesson for the next day. Teachers often make these decisions on the run, but they ought to be aware that

seeing what they do, hearing their questions, hearing and understanding their questions are a starting point for kind of making instructional decisions. If teachers want to judge progress, they need to know not only what the intent of this lesson or this unit or this chapter is, but also how it fits in a broader picture over several years—maybe five. This is a part of student growth and development. It isn't simply about giving them a grade. It's saying, "Where are they with respect to this?"

Marvin Smith (Brigham Young University)

In order to determine where students are in relationship to particular goals or standards, we can ask them to perform in ways that provide us with the evidence we need. Jay McTighe refers to these ways of demonstrating understanding as "facets." He provides examples of explaining, interpreting, and applying but he also includes as facets self-assessment, empathy, and taking a perspective.

Jay McTighe (Independent Consultant)

What are indicators that someone understands? Understanding is not a single thing. There are different aspects or facets of understanding. It is revealed through these indicators or facets. Let me give you some examples:

Explain: One way in which we would know that someone really understands is that they can explain what they mean, not just give back information or recall facts, but explain.

Interpret: We can infer that someone understands something—a phenomenon, a situation, a set of data—if they can interpret it. Interpret refers to making meaning from. So, can you make meaning from text? From data? From experience? Can you see patterns and see connections? And can you explain what you see when linking interpretation with explanation?

Apply: We can infer that you understand when you can take facts, concepts, and skills learned here and apply them appropriately in a new situation. That's really the measure of understanding.

Explain and understand?

Interpret and understand?

Apply and understand?

Marvin Smith (Brigham Young University)

Teachers can collect evidence of student understanding by asking them to explain, interpret, apply, analyze, self-assess, take on multiple perspectives, or empathize.

Annela Teemant (Brigham Young University)

Once you identify the most important content and determine what would count as evidence, you focus on designing learning activities that link instruction and assessment so that as you teach you can also assess and as you assess you still have an opportunity to teach.

3. Design Activities

Linda Darling Hammond (Stanford University)

Language-rich environment?

Good teachers use a language-rich environment with lots of literacy opportunities. They teach basic skills when they are needed to students who need them in ways that are useful. They make decisions about when and how to do that based on their understanding of learning and learners, the curriculum, and what they're trying to accomplish.

Good teachers teach students to inquire into a subject area, whether it's mathematics or science. They allow them to construct understandings, but they also teach facts in ways that are useful because the student can plant them on a foundation of understanding.

Lorraine Valdez Pierce (George Mason University)

Time and assessment?

Many times teachers think that assessment needs to be different from instruction. They will decide not to assess more regularly because it takes time away from instruction. They say, "I can't afford that time for assessment." These teachers do not realize that the ideal approach would be to merge assessment and instruction in a mutually beneficial partnership.

Peggy Estrada (University of California, Santa Cruz)

An instructional leader?

The teacher as the instructional leader needs to know what the academic goal is and how we are moving toward it. Knowing that you may not be able to get all the way there today. Knowing how to get there and what to do to assist the child to move in that direction, and how it might manifest itself.

But the other thing is that the teacher holds the subject matter knowledge, the critical concepts that the child needs to learn. If you don't take that instructional leader role really seriously and you don't make sure that the child connects the idea, for example, that light going through the water is a refraction of light and it creates a beautiful rainbow. The spraying the water through the hose is our concrete experience, but it actually has a scientific term. The child will never learn that, and if they don't, you haven't done your job.

Annala Teemant (Brigham Young University)

By linking instruction and assessment, you are able to use a range of assessment techniques from casual and conversational to formal, recorded, and planned. Through these assessments, you are able to provide educative feedback to students that helps them adjust their performances and move closer to learning goals. It helps you adjust your lesson plans and better scaffold instruction so that students develop the understandings you are guiding them toward. One key to this lies in student-centered activity, such as hands-on activities and open discussion.

Link instruction with assessment?

Trish Stoddart (University of California, Santa Cruz)

The key, we find, to developing both academic language and conceptual understanding is a classroom where there is both coherence and a great deal of student-centered activity taking place. Because the students are working in groups, they're doing a lot of hands-on activities with a lot of talking, a lot of discourse, going on between the students and between the students and the teachers. The coherence and student-centeredness tends to develop a lot of the things we're looking for, both the understanding of the content and the learning of language.

Coherence and collaboration and student learning?

Beginning with the end in mind, determining what would be evidence of student understanding, and interweaving instruction and assessment are three simple ideas that can result in powerful student learning, especially for second language learners.

Begin with the end?



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LA 2.3 Planning for the Final Project

Reviewing the Project, Finding a Partner, & Making Initial Desicions



Learning Outcome

Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency.

Pedagogical Intent

Teachers can use an asset-based perspective as they plan lessons and assessments for their students

Student Position

Students are in the midst of studying one of their students to determine how to create assessments which all students have access to. Now they will begin the final project for the course using the materials and discussion to illuminate their learning.

Assessment: 25 pts.

TA: 30 Minutes

Instructions

- 1.You will work in a professional learning community. You should cluster into groups that represent your grade level of content. There should be 3-4 people in your group. If you can find a partner who is at your same grade level (elementary) or your gade and content level (secondary) or your work assssignment, you can work in partnership. (If you work on an assignment other than teaching and no one else in your cohort has a non-teaching assignment, you can pair with a person who is at the same grade level as your assignment and pair with them).
- 2.Read the overview of the final project together as a group. See the final project instructions in [LA 6.5](#).
- 3.Your group will team together to support each other working individually or in pairs to develop each section of your final project.
- 4.You will have some time to collaborate on the project during class. Each component will be addressed in the following class session.
- 5.Use the Final Unit Lesson plan template and working individually or with a partner complete the following items:

a. Indicate the grade level or content of the lesson plan.

b. Select a grade level standard for your unit plan. Here are some guiding questions to help you choose a standard, and facilitate your final project:

1) Identify a lesson plan you would like to develop stronger assessment for.

2) If you are working with a partner choose a standard and a unit plan you are both willing to work on. If your facilitator allows you to partner with someone at a grade one level above or below yours, you will need to select a standard that is fairly common to both and that either of you could use in your class.

c. Based on the WIDA language proficiency scores of your students choose the language domains (listening, speaking, reading and writing) that will be addressed in your Final Unit Lesson.

d. Your final lesson plan will need to support students' language acquisition in the language domains you identified.



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HW 2.1 Actions Taken and Learning



Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

Assessment: 50 pts.

Due: Session 3

Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.

Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

Instructions

Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?





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HW 2.2 Assessment for English Language Learners

Learning from Reading



Learning Outcome	Pedagogical Intent	Student Position
Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs	Teachers, when they know the adjustments to make that will aid students in assessment activities, can apply this learning to their work with English Language.	Students are learning about English language assessment practices. They will now read a chapter from the Gottlieb book to learn appropriate practices for assessing English language learners.
Assessment: 50 pts.		
Due: Session 3		

Instructions

1. Read Chapter 2 in Gottlieb, M. (2016). Assessment of English Language Learners: The Bridge to educational equity. In Assessing English Language Learners: Bridges from language proficiency to academic achievement. Corwin Press.
2. As you read, fill in the answers to the questions on the accompanying reading guide. Click and download the [Reading Guide for Gottlieb Ch2](#) and turn it into your instructor.
3. Be prepared to share your learning with others in session 3.



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HW 2.3 Implementing WIDA Can Do Philosophy



Learning Outcome

Understand how to select and administer norm-referenced language proficiency instruments.

Assessment: 50 pts.

Due: Session 3

Pedagogical Intent

Teachers can learn more about their students by accessing reports of their assessment results.

Student Position

Students are learning about English language assessment practices. They will now access assessment scores for the student they are working with.

Instructions

1. This activity is designed for you to look at the actions educators can take to understand and engage the linguistic, cultural, experiential, and social and emotional assets of their students.
2. Use the form from WIDA labeled "[Connecting to the Can-Do Philosophy](#)" to reflect on how your teaching practices encourage language learners to show their abilities and work towards their potential. Please consider how enacting these things will improve access to assessment for your L2 learners.
3. Using the "Connecting to the Can-Do Philosophy" on the last page write the specific steps you will take or have taken to implement the [WIDA Can Do philosophy](#) and how you could implement it more fully in your teaching. How will implementing these things in your classroom, school, or district improve assessment equity for English language learners?
4. Save the "Connecting to the Can-Do Philosophy" document, print it out, and bring it to the next session.



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HW 2.4 Supporting English Learners



Learning Outcome	Pedagogical Intent	Student Position
<p>Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.</p> <p>Assessment: 50 pts.</p> <p>Due: Session 3</p>	<p>Teachers can implement good assessment practices in the lessons they teach and the assessments they choose to give.</p>	<p>Students are learning about English language assessment practices. They will now gather information to apply their knowledge of assessing ELs to their classroom practice by bringing a lesson plan.</p>

Instructions

1. For your final project, you will adjust a unit you teach already to better employ assessments that will enable you to track the learning of an EL you are teaching. This is the first step in that process.
2. Identify a unit you would like to work on. During class, you made determination about whether you will work independently or whether you will work with a partner and you made initial decisions about what unit you wanted to work on.
3. For this homework, you will solidify this decision. This gives you time to reconsider the units you teach and carefully select the one you want to work on. If you are working with a partner you will want to consult with them. If you are working with partners who have work assignments other than teaching, you will have decided what presentations you typically do as part of your work that you will use as the focus of your final project.
4. Having decided what unit you want to work on, you will need to bring the unit you plan to work on to class for the next session.
5. Look over your standard and unit plan and answer the following questions:
 1. Identify the Content objective for the lesson and identify the content and performance skills students will need to learn the content and successfully demonstrate their learning (If you chose option one above, identify the objective(s) of your presentation)
 2. Construct language objectives that your students will need to meet to develop or represent their knowledge of the standard.
 3. Given the content and the language objectives, identify key vocabulary or concepts your ELs will need to understand to be successful and decide how you will support them in learning these concepts.
 4. Consider what instructional supports your students will need to access the academic content in this lesson?
 5. Identify ways you do or will assess the standard and students' knowledge of it. Identify accommodations that potentially need to be made to the unit assessments.
 6. As you begin this work, remember that you need to hold ELs accountable for the same knowledge and performances you expect from your other students.
 7. Consider what issues of assessment will affect your learner's ability to both learn and demonstrate their knowledge of this content.



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HW 2.5 Analyzing WIDA as Assessment



Learning Outcome

Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.

Assessment: 50 pts.

Due: Session 3

Pedagogical Intent

Teachers can examine the formal and informal assessments they use to determine their strength as an assessment.

Student Position

Students have learned about WIDA and have considered the information it provides. Now they can examine the features of WIDA as an assessment tool.

Instructions

1. Review the [Assessment Literacy Tool](#) and read the explanation of it.
2. Watch the video that explains the assessment literacy tool that is found at this link (<https://equitypress.org/-wAi>) use the [Assessment Literacy Active Viewing Guide](#) to record your thinking as you watch the video.
3. Then review WIDA as an assessment using the [Analyzing WIDA as an assessment Tool worksheet](#).
4. Turn in the worksheet at the beginning of Session 3.





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Session Three: Designing Assessment Using Standards for Effective Pedagogy

LA 3.1 Deepening Knowledge of Standards for Effective Pedagogy
LA 3.2 Designing for Understanding in Action
LA 3.3 Attending to the Five Standards in Evaluating a Lesson
LA 3.4 Taking Action
LA 3.5 Assessment as a Context for Teaching and Learning
LA 3.6 Content and Language Objectives
HW 3.1 Reflection on Taking Action Based on My Learning
HW 3.2 Collaborative Work to Support EL Learning
HW 3.3 Using Technology for Developing ELs Academic Language
HW 3.4 Language Proficiency to Academic Achievement
HW 3.5 AVG 5.1 The Alternative Assessment Movement
HW 3.6 Constructing a Student Profile



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LA 3.1 Deepening Knowledge of Standards for Effective Pedagogy

Building on Prior Knowledge



Learning Outcome	Pedagogical Intent	Student Position
<p>Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.</p> <p>Assessment: 25 pts.</p> <p>TA: 30 Minutes</p>	<p>Teachers can utilize the CREDE standards for effective pedagogy to guide their instruction with ELLS to increase participation by English language learners in learning in class.</p>	<p>Students are learning about assessing English language learners for identification, placement, and instruction that will enable learners to perform well in assessments.</p>

Instructions

1. Skim read with a partner the Tharp article on the CREDE Standards for Effective Pedagogy and review the Five Standards Tool. (Reminder: Language and Literacy Development (LLD) and Challenging Activities (CA) are (meta) goals for our instruction with ELS. Joint Productive Activity (JPA), Contextualization (CTX) and Instructional Conversations (IC) are the strategies a teacher can use to reach these goals.) Click and download this link to read the [Tharp article](#).
2. Next record on the "[Understanding the Five Standards of Effective Pedagogy from CREDE](#)" chart. In the second column summarize your thinking about and understanding of each standard. You could define the standard, identify indicators or provide ideas from the article you resonated with.
3. Now with that same partner skim read [Leading for Equity doc](#). Underline what you already know. Highlight in yellow things you want to remember. Highlight in pink things you still wonder about. You can use the highlight function in word or download the document and use highlighters.
4. Continue with the chart. In the third column add notes about how teachers develop in using Language and Literacy Development (LLD), Challenging Activities (CA), and Instructional Conversation (IC). Now add your ideas about how and where you could incorporate these standards in your teaching.
5. Continue working with your partner and talk about how you think teachers could use JPA and CTX in reaching the meta goals of LLD and CA. Record your individual thinking in the column on teacher development. Consider how you personally might enact these practices in your teaching. Record your ideas in the fourth column.
6. Now in your PLC group, review together your marking of the article and share your ideas about how and where in your teaching you are already attending to the five standards and where you might shift your practices to attend particularly with ELs.
7. Finally in completing your HW 3.1, identify which of the three WIDA emphasized standards (LLD, CA, or IC) you will attend to this week and then in your HW 3.1 reflect on your actions and thinking. You might want to look at a short video on the Five Standards (<https://equitypress.org/-RvH>).



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LA 3.2 Designing for Understanding in Action

Learning from Observing Other Teachers



Learning Outcome	Pedagogical Intent	Student Position
Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction. Assessment: 25 pts. TA: 30 Minutes	Teachers can apply the Classroom Observation Tool to their own teaching.	Students have learned about understanding by design, WIDA assessment and CAN DO descriptors, and Standards for Effective Pedagogy linked to WIDA and can use these concepts to evaluate classroom teaching videos.

Instructions

1. The facilitator will share the ["Class Sample Observation Tool Overview"](#) video.
2. As you watch take notes of ideas and practices you can use in your teaching.
3. Using the [Sample Classroom Observation tools](#) provided, observe educators (both elementary and secondary) as they engage in and explain their use of equitable practices. These videos are found at these links). Click and download the link above to record your observations.
 - Secondary: Here is the link (<https://equitypress.org/-uEsL>). The teaching practice begins at 1.57 but the initial information is about Content and Language objectives, which might be of interest.
 - Elementary: Start at 1.35min.(J. Echevarria explains the SIOP concept at the beginning) here is the link (<https://equitypress.org/-rbj>).
4. As you watch the video and observe the students and the teacher, use the classroom observation tool to guide your viewing of the lesson and take notes on things you notice about the teaching.

5. Using your notes and what you have learned so far consider these questions with your colleagues.

- How do the activities in the lesson provide actionable information (assessment ideas) about the literacy and language development of the students?
- What actions does the teacher take that enable her in the moment to informally assess student progress in achieving the language and literacy objectives and observe students' progress in achieving the CAN DO descriptors?
- How can the teacher gather information about complex thinking in the lesson?



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LA 3.3 Attending to the Five Standards in Evaluating a Lesson

Negotiating to Reach Consensus



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.	Teachers can, after observing some teachers assessing students throughout the lesson, know the importance of paying attention to learning in every part of the lesson.	Students are ready to notice classroom assessments used by teachers. They will watch video of elementary and secondary lessons to identify actions on the part of the teacher to assess learning throughout their lessons.
Assessment: 25 pts.		
TA: 25 Minutes		

Instructions

1. You used the Sample Observation Tool to make notes as you watched elementary and secondary lesson videos. Choose the video that closely relates to your teaching context for your observation notes.
2. Form a group of three or four students where the members observed and evaluated the same lesson (elementary or secondary).
3. Together create a [shared sample classroom observation form](#) from your notes. Work until you reach agreement on your ratings of each segment of the lesson.
4. Discuss the following questions and add your responses to the back of the form.
 1. Identify where the teacher attended to the CREDE Five Standards for effective pedagogy. Identify where they might have used them and didn't.
 2. How does the teacher develop language and literacy across the curriculum?
 3. What visible examples of informal or formal assessment were present?
 4. What equitable practices did you notice? List the details that led you to that judgement.



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LA 3.4 Taking Action

Deciding How You will Apply Your Learning



Learning Outcome	Pedagogical Intent	Student Position
Candidates understand issues of assessment and accommodation. Assessment: 25 pts. TA: 20 Minutes	Teachers can infuse academic actions into their instruction to assist ELs in learning and using academic tasks to increase student understanding.	Students are investigating teaching and assessing practices. They now read a chart about academic language actions they can take to incorporate into their teaching.

Instructions

1. Discuss in your group some of the struggles you have in assessing the academic content you teach in your classroom.
2. Using the handout entitled: [Academic Language Action Chart](#), read through the handout with the partner you are pairing with on your project and identify strategies either of you might use to support your students.
3. Explore how you could incorporate one or two of the strategies in your instruction.
4. Write how you will incorporate each strategy into your instruction on individual sticky notes.
5. Post your notes on the designated wall.
6. Review the notes posted. Jot your initials on the strategies of fellow students that you could try in your teaching.
7. As a whole class, discuss ideas you gained from considering how you can better assess academic content in your teaching
8. You could try out one of these strategies with your students this week and reflect on it for HW 3.1.



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LA 3.5 Assessment as a Context for Teaching and Learning

Sharing Your Understanding of Assessment for Learning



Learning Outcome

Understand issues of assessment and accommodation using an asset-based approach.

Assessment: 25 pts.

TA: 20 Minutes

Pedagogical Intent

Teachers can attend to academic language in assessment.

Student Position

Students have read chapter 2 in the Gottlieb book. They have learned about academic language and they are now ready to talk about academic language in assessment.

Instructions

1. The facilitator will assign each group a question from the reading guide you completed for Gottlieb Chapter 2: Assessment as a Context for Teaching and Learning.
2. Working as a group review and discuss your answers.
3. Based on your answers and your discussion, work as a group to create a poster that communicates your understandings based on the question.
4. Hang your poster in the area assigned by the facilitator.
5. Engage in a gallery walk by reviewing the posters. As you stroll and interact with your classmates, take notes about what you want to remember, new understandings, or ideas for your own teaching.
6. After the gallery walk, the facilitator will ask five students to make a statement about how they can use assessment to teach and to promote student learning.



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LA 3.6 Content and Language Objectives



Learning Outcome	Pedagogical Intent	Student Position
<p>Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction</p> <p>Assessment: 25 pts.</p> <p>TA: 25 Minutes</p>	<p>Teachers can use the principles of backward design as they develop units and lessons, anchored by content and language objectives leading to quality assessment.</p>	<p>Students are learning about assessment practices and now will consider content and language objectives as the focus of well-planned lessons.</p>

Instructions

1. Meet with your final project group.
2. Use HW 2.3 lesson plan along with the [Content and Language Objective Template](#) to complete the following tasks:
 - Identify your goal for the lesson. List ideas about what students can do to demonstrate they have learned the content and how they will use reading, writing, speaking, or listening to enact that demonstration.
 - Review the Can-Do descriptors for the ELs you are considering as part of your lesson plan. (You might use these to guide your development of your language objectives).
 - Create a content and language objective for your lesson following the structure you learned in AVG 3.3.
 - Identify the strategies or materials you will use to support students in developing an understanding of the big questions you are pursuing in the lesson.
 - Include vocabulary, word, or phrases needed to meet the objective. Consider how you will support academic students in understanding the academic or unique language required.
 - Consider strategies you will use to make the materials accessible to your ELs.
 - Identify any supports students will need to demonstrate their knowledge.
3. You can use the [Language Objective Resource](#) as an additional resource to help you complete this template.
4. Turn this assignment in at the end of the session, and be sure all of your names are on it. (You may want to keep a copy for your group as well).



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HW 3.1 Reflection on Taking Action Based on My Learning



Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

Assessment: 50 pts.

Due: Session 3

Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.

Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language Learners and their families.

Instructions

Make additions to your Weekly Reflection Journal (completed after each session).

1. Think of what action you took this week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope the result to be?



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HW 3.2 Collaborative Work to Support EL Learning

Improving the Use of Collaboration to Support Learning



Learning Outcome	Pedagogical Intent	Student Position
Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs. Assessment: 50 pts. Due: Session 4	Teachers can design, plan for, and use stronger collaborative tasks in their instruction which increase opportunities for ELs to participate and use academic language and learn content.	Students are learning about English language assessment practices and group work as a site for promoting learning and literacy, and a site where teachers can track that learning in informal work.

Instructions

1. Read [WIDA focus on Group Work for Content Learning](#). Notice how it connects to the [CREDE Standards of Effective Pedagogy](#) reviewed in LA 3.1.

2 Prepare a short report that responds to the items listed below:

a. Explain (based on past learning, professional development or your personal experience) how collaborative work can support ELs in engaging with and participating in your class. Consider in your answer how these activities support ELs in developing academic language and learning course content.

b. Describe how you currently use collaborative work now and how you might alter, improve, or employ it in your teaching. Reveal any hesitations you have and how the reading you did for this homework addressed those hesitations. Make a list of the principles you use or will use to guide you as you develop group work.

c.Explore how collaborative products (joint productive activities) can be informal assessments and contribute to your understanding of student learning and be part of your grade records.

d.Identify places in your curriculum or schedule where you currently do not enage students in producing joint productive activities but you could.



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HW 3.3 Using Technology for Developing ELs Academic Language



Learning Outcome	Pedagogical Intent	Student Position
Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.	Teachers can use technology tools to promote interaction with content as well as interaction with each other, enabling ELLs to practice their English language skills.	Students are learning about English language assessment practices. Now they will consider the role of technology in their work with English language learners to promote academic language use at the word, sentence, and discourse level.
Assessment: 50 pts.		
Due: Session 4		

Instructions

1. Read the [WIDA focus bulletin on Technology](#) to help you evaluate the type of technology used in your classroom.
2. Write a report identifying specific media and technology tools you are aware of or that you learn about in the reading. In the report:
 - List each item you will consider.
 - Provide an analysis of each that describes how you think it can support or hinder ELs learning.
 - In this description, you can also attend to the difficulty or ease with which each is usable in your teaching or context.
3. Use the form entitled [Evaluating Technology Tech Tools for Learning & Academic Language](#). Continue your report by examining a tech tool, media, or game used in your classroom and its effectiveness or ineffectiveness in developing academic language in your ELs.

4. Bring this form and your report to session 4 and be ready to share your findings.



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HW 3.4 Language Proficiency to Academic Achievement



Learning Outcome	Pedagogical Intent	Student Position
<p>Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.</p> <p>Assessment: 50 pts.</p> <p>Due: Session 4</p>	<p>Teachers can use their understanding about how to adjust assessments to support all students in gaining access to assessment, particularly ELs.</p>	<p>Students are learning about English Language Learner assessment practices. Now they will read Chapter 3 in the Gottlieb book in step 1 below.</p>

Instructions

1. Read chapter three in Gottlieb, M. (2016). Assessment of English Language Learners: The Bridge to Educational Equity. In Assessing English Language Learners: Bridges from language proficiency to academic achievement (CH 3). Thousand Oaks, CA: Corwin Press.

Click the following link to download the [Gottlieb Reading Guide for Ch 3](#).

2. Write your answers to the following questions:

- Which instructional assessment strategies do you find most helpful in addressing both language and content knowledge? How might you apply these strategies to your group final product? Write about 2 examples to share with your group.
- How might you begin to design instructional assessment around key uses of academic language for one of the content areas you teach in your classroom?
- Be specific, and try out the strategy and then write about it in the reflection homework in session 4.



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HW 3.5 AVG 5.1 The Alternative Assessment Movement



Think About

- Click on this [link](#). It should take you to the videos for the assessment course. On the left hand side menu, select Session Five. Then scroll down and click on 5.1 The Alternative Assessment Movement. *Click on Heidi Andrae Goodrich* then scroll up to the video screen and watch the video.
- Use and download the document in the following link (AVG [The Alternative Assessment Movement](#)) [to complete the following activity](#).
- As you watch the video in the Conceptual Outline use a highlighter to underline ideas you find interesting or want to remember.
- In the meaning making column, jot down your thinking or expansion on the ideas in the video.
- Bring a copy of the Active Viewing Guide with your notes to class.



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HW 3.6 Constructing a Student Profile

Gathering and Compiling Information about an EL



Learning Outcome	Pedagogical Intent	Student Position
Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency. Assessment: 50 pts. Due: Session 4	Teachers can collect and evaluate information to differentiate instruction and assessment to meet the needs of ELs.	Students can use their learning about Second Language Acquisition to guide them in gathering and evaluating information about an EL.

Instructions

1. Gather information about your student. (You can use the same student you used for Second Language Acquisition. You might want to revisit and update any information you have about the student to see if you have more information or if things have changed. Also, for the Literacy course, you will select two students to shape your curriculum making for. For that course you use a high performing and a struggling student--so you may want to use this time to build a profile on this second student for your work in literacy.)
2. Using the [Definitions and Needs Worksheet](#) and the [Current Realities Worksheet](#), record the information.
3. Analyze this data and record on this [worksheet](#) the implications of the data for your classroom teaching and include references to the charts from the TELL Tools Book:
 - a. [Inclusive Pedagogy](#)

b. [A Theory of Instruction for Teaching ELs](#)

c. [Standards for Effective Pedagogy](#)

4. This part of the major project assignment will be shared in Session 4 and will be scored using this scoring guide. Attach the three worksheets and the [scoring guide](#). Bring them to Session 4.



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Session Four : Considering Alternative Assessments in Relationship to ELs

AVG 4.1 Developing Knowledge of WIDA Interpretive Rubrics
LA 4.1 Sharing My Student
AVG 4.2 Types of Assessment
LA 4.2 Exploring Informal Content Area Assessments
LA 4.3 Assessment Tool Marketplace
LA 4.4 Planning Assessment for My Unit
HW 4.1 Actions Taken and Learning
HW 4.2 Analyzing Student Writing
HW 4.3 Conceptions of Oral Language Assessment
HW 4.4 Examining Authentic Assessments



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AVG 4.1 Developing Knowledge of WIDA Interpretive Rubrics

Using Text and Video to Build Knowledge of Interpreting Speaking and Writing Performances



Think About

- How could I use formative assessment to better
- How will we use these in developing assignments and assessments?

Instructions

- The WIDA Speaking and Writing Interpretive Rubrics are analytic scales that help educators understand what students' speaking and writing sounds and looks like at various levels of English language proficiency.
- It allows teachers to diagnose the language development of the ELs they are teaching.
- The following videos explain and illustrate how Speaking and Writing Interpretive Rubrics are used and how they are interpreted.
- As you listen to the videos, refer to and jot notes on the WIDA writing and speaking rubric provided.
- Writing: <https://equitypress.org/-iTsq>
- Rubrics: [WIDA Speaking](#) and [Writing](#)
- Speaking <https://equitypress.org/-BxL>



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LA 4.1 Sharing My Student

Considering My Student and Approrpriate Assessment and Interpretation of It.



Learning Outcome	Pedagogical Intent	Student Position
<p>Use assessment data to plan, adapt and implement instruction for English Language Learners according to their level of English language proficiency.</p> <p>Assessment: 25 pts.</p> <p>TA: 30 Minutes</p>	<p>Teachers can design classroom assignments and assessments that are differentiated for ELs proficiency levels using information they learn about students.</p>	<p>Students have studied one of their own students and now share that information with others to discuss how that child could perform well based on assessments designed with their issues in mind.</p>

Instructions

1. In your PLC group, each teacher shares who their student is as a learner, providing a snapshot of the student.
2. After everyone has shared, the group consider the [WIDA Reading and Writing interpretive rubric handout](#). Note particularly #1 and #3 on page 2 of the handout.
3. Now as a group review each student profiled and reported on in your group and identify possible types of support each student might need in order to reveal what they know.
3. Your work and discussion can be assisted by considering other assessments you have already used with English Learners that have been successful or things you have learned earlier in this course or other ideas you invent. You will learn about additonal informal assessment in this session.
4. Take notes of your colleagues suggestions. You can use this information to guide you in presenting the profile of your student.



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AVG 4.2 Types of Assessment



Learning Outcome

Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.

Assessment: 25 pts.

TA: 25 Minutes

Pedagogical Intent

Teachers can identify challenges and advantages of informal assessments and design classroom uses of them.

Student Position

Students have designed a lesson plan connecting WIDA, ELD standards and Utah Core. They have learned about alternative and authentic assessments and how to use them in their classes. They will now analyze assessments.

Instructions

1. The facilitator will present the [Types of Assessment PowerPoint](#).
2. Use the [Note Taking form for "Type of Assessment" PowerPoint](#) to identify ideas and thoughts as you view the PowerPoint. Particularly take notes related to the videos linked throughout the presentation to show different types of assessments in action. (Click the link above to take notes)
3. Return to the [WIDA Speaking Rubric](#) and [Writing Interpretive Rubric](#) which are analytic scales. These can be powerful assessment tools that can be used by educators to assess students in content areas.
4. Now In your group, consider each student profiled in turn and make suggestions about concerns for assessing the student and how you might meet those concerns. Take notes on the student you profiled as that student is considered and take notes about ideas relevant to your student as other students are reviewed.
5. Use your notes from the first AVG 4.1 and from this PowerPoints and the student profiles you shared to guide your deliberation and consideration of each student individually.

6. Identify a type of assessment you observed and learned about through the PowerPoint which you think you might use in your teaching (Remember: trying it out in your teaching could be your HW 4.1 reflection this week).



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LA 4.2 Exploring Informal Content Area Assessments

Collecting Facts about Portfolio and Content Area Assessment for ELs



Learning Outcome

Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.

Assessment: 25pts.

TA: 20 Minutes

Pedagogical Intent

Teachers incorporate alternative assessments in their practice with ELs as a means of meeting proficiency levels, increasing student engagement and promoting language and literacy growth.

Student Position

Students have learned about alternative assessment and will now consider using a portfolio assessment and a content-area assessment.

Instructions

1. Complete the following learning activity in a small group.
2. Begin by reviewing the descriptions of "portfolio assessment" and "assessing content knowledge" on this website <https://equitypress.org/-WuBB> (click on the link and then scroll down to the short article). Discuss portfolio assessments as an example of alternative assessments and consider a form of content area assessment with which you are familiar.
3. On the [Fact Sheet](#), record your responses to the questions posed. Report on Portfolio Assessment in the first column and then Content Area Assessment in the second.
4. Turn in your group forms to the facilitator, with all your names on it, at the end of this session.



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LA 4.3 Assessment Tool Marketplace

Considering Assessment Strategies for Your Classroom Assessments



Learning Outcome

Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.

Assessment: 25 pts.

TA: 30 Minutes

Pedagogical Intent

Teachers can incorporate authentic assessments into their practice, enhancing ELs opportunity to perform well academically.

Student Position

In previous sessions, students have studied authentic assessments. They now will be exposed to various examples of informal assessments to spur their own creativity in future use of ongoing informal assessments.

Instructions

1. In your final group project, you will use informal assessments. This activity will allow you to learn about a series of assessment you might use.
2. To aid your learning of assessment strategies, each person in your group will take 6 of the tools in the market place to study (Click the following link to study the assigned tools: [Market Place Assessment Descriptions](#)).
3. You will have 15 minutes to scan and take notes on your 6 assessment strategies.
4. On the worksheet provided (Click the following link to access the [Notes for Assessment Marketplace](#)) write notes about the assessments you examine.
5. When you have finished taking notes on an assessment star the one or two you think may be useful for the final project.
6. As a group, share your notes on the ones you starred and together determine one or two that you could use in your final project.



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LA 4.4 Planning Assessment for My Unit

Interrogating the Final Assignment



Learning Outcome	Pedagogical Intent	Student Position
Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English Language Learners for placement, proficiency and instruction.	Teachers can analyze a unit they teach in terms of what they want students to learn and be able to do. They will reconsider assessments in relationship to goals and objectives. They can accommodate and adjust assessment to support the learning of EL students	Students have learned about assessment for placement, proficiency and instruction. They now apply this knowledge to adjusting assessments in a unit of their choice to make them more appropriate for English Language Learners.
Assessment: pts. 25 minutes		
TA: 20 minutes		

Instructions

1. In session 8, you will present your final project for the assessment course. It has three parts. Based on a reconsideration of your snap shot time capsule, you will present a report of what you learned and who your are as an assessor of student learning. Your second report will be a presentation on the Unit Plan you constructed for this class. The third element will be a report on the EL student you accommodated in your Unit plan.
2. Today you will begin working on your unit plan. *As you review this assignment, the facilitator will answer questions and support you in understanding the entire assignment.* Select a curriculum unit of five or more classroom sessions with learning activities based on a standard from the state core. This could be a unit you have previously used and want to increase the quality of your assessments or it can be a new unit plan you have been considering. We suggest a unit you have taught so that your focus is on the assessment rather than the content of the unit.
3. Study the [Unit Assessment Plan](#) and the [Instructional Planning Guide](#). Working with your partner or individually identify questions you have.

4. Begin by looking at the Instructional Planning Guide and develop an understanding of the material required to complete the assessment plan for the unit.
5. Revisit what you learned about the EL student you are accomodating in your assessment plan. Attend to the WIDA scores, Can Do descriptors for the next level of potential developepment, and what you know about this student's background and him/her as a second language learner.
6. As you consider the plan, begin noting where you might want to adjust it. Think about how your assessments might provide you more and clearer information about student learning. Idenity places where you could adjust the plan or assessments to accomodate the second language learner you are keeping in mind as you create this unit plan.



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https://equitypress.org/diverse_assessment/la_44_planning_asses.

HW 4.1 Actions Taken and Learning



Learning Outcome	Pedagogical Intent	Student Position
Teachers work in partnerships with families and communities to create positive learning environments Assessment: 50 pts. Due: Session 5	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language Learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language Learners and their families.

Instructions: Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about what you learned, unlearned, and relearned this week?
4. What are the next steps you will take in your practice? What do you hope will result?





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HW 4.2 Analyzing Student Writing



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 50 pts. Due: Session 5	Teachers can use the WIDA rubrics to evaluate the language development of ELs and use their analysis to assist ELs in understanding the demands of a writing assignment and evaluating their performance on that writing.	Students are learning about assessments for English language learners. They now will study building rubrics in writing to assist students in writing and evaluating their writing.

Instructions

1. Read the [Writing with a Purpose bulletin](#), which explores ideas of how teachers can support ELs as they use language for various purposes in the area of English Language Arts, specifically in writing. This will help you in completing the WIDA Writing Analysis Process.
2. Select a writing sample(s) from the student you are studying and use the [WIDA Writing Analysis Process](#). Use the [Language Systems Inventory](#) and the [WIDA writing Rubric](#) and transfer your findings to the WIDA Writing Analysis process worksheet.
3. Use the student sample(s) to complete the WIDA Analysis Process and provide a written analysis of the student uncovering where they are in their development of written language.
4. Identify what the student can do with written language and in relationship to the demands of the task assigned and the criteria used for evaluating the writing as part of class work. Identify next steps for their writing development.



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HW 4.3 Conceptions of Oral Language Assessment

Re-reading to Deepen Knowledge about Assessing ELs from Gottlieb



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 50 pts. Due: Session 2	Teachers, when they understand how assessment of EL students is expected and completed in their district and schools, can learn the placement of their EL students as the basis for learning and assessing.	Students have learned about assessment issues on the federal, state, and local school levels for English language learners. They will read a chapter from the Assessment of English Language Learners entitled The Bridge to Equity.

Instructions

1. For this homework assignment you will read Chapter 4 from Gottlieb, M.(2016). *Assessing English Language Learners: Bridges to educational equity: Connecting academic language proficiency to student achievement 2nd edition*: Corwin Press. *Here is a link to a 2 min. [video of Margot Gottlieb.](#)
2. Click and download the [Reading Guide for Chapter 4](#). You will be reading this Chapter a second time. The questions are more comprehensive, but you can review your earlier answers from your HW 1.2.



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HW 4.4 Examining Authentic Assessments



Learning Outcome

Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.

Assessment: 50 pts.

Due: Session 6

Pedagogical Intent

Teachers can select and plan for informal authentic assessment to meet their instructional goals and to promote student engagement and learning.

Student Position

Students are learning about the use of alternative assessment and will select a video to watch, noting how the teacher utilizes various kinds of authentic assessment in instruction.

Instructions

1. Your facilitator will give you information regarding how to access an Assessment Literacy Case. You will find the VideoEthnography at [Tell Cases](#) under the assessment course. Your facilitator will provide you with information about how to log in.
2. You have already studied Portfolio Assessment. Each person in your group will select a different Videoethnography: Authentic assessment, Problem-Based assessment, Performance Assessment, Informal assessment.
3. You will use [Worksheet. Assessment Case](#) to capture your learning from viewing the case.
4. Then you will fill use the [Alternative Assessment Analysis](#) form answering questions about the assessment study you viewed. Notice there are two pages to this analysis form, you will use the first one to analyze the alternative assessment you studied. In class in LA 5.1 you will share your understanding about your assessment in a jigsaw with others in your class. In class you will fill in the second page informed by those in your class that watched a different case. You will use the [Assessment Literacy Tool and the Second Language Acquisition](#) tool to support you in answering the following questions about the Assessment

- What makes this an alternative assessment?
- How does this activity attend to the Assessment Literacy concepts of useful, meaningful, and equitable assessment?
- How does this activity attend to the Second Language Acquisition concepts of communication, pattern, and variability?
- How is this type of assessment similar or different from your typical assessment practices?

5. Be prepared in class to report your findings about your case based on your answers in the Alternative Assessment Analysis form. You will use the table on the second page during class to summarize the reports others provide about the assessment they observed.

6. Bring these two worksheets with you to session 5 as you will need them in a learning activity.



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Session Five: Designing and Developing Assessments

AVG 5.1 Designing Alternative Assessments
LA 5.1 Designing Assessments for Learning
AVG 5.2 Selecting and Planning Alternative Assessments
LA 5.2 Understanding Rubrics and Scoring Guides
LA 5.3 Developing a Rubric or Scoring Guide
HW 5.1 Actions Taken in Learning
HW 5.2: Developing Expertise in Item Writing
HW 5.3 Re-examining Your Final Project
HW 5.4 What I Think about High Stakes Testing
HW 5.5 To Test or Not to Test



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AVG 5.1 Designing Alternative Assessments



Think About

- How can my assessments hold high expectations for all students?
- How do my assessments attend to promoting second language acquisition?
- How do my assessment practices hold both me and my students accountable for learning?
- How can I use the Gottlieb Assessment Process to guide my assessment practices?

Click on the following link to access the PowerPoint: [Gottlieb Assessment Process](#). The PowerPoint reviews assessment of ELs in terms of differentiations. Take notes on what you learn from the PowerPoint. Do not attend to the final slide.

Access [AVG 5.1](#) to take notes as you review the powerpoint.

Find this video at <https://equitypress.org/-wAi>. Select Session 6 segment 1 click on "Design Features" and scroll up to the screen and click on it to watch. The AVG for this segment is embedded in this document following the instructions.

After you watch the video, you will meet with your final project group. Each of you identify one or two informal assessment you want to use for your final project. Fill in [Conceptualizing Alternative Assessments](#) in terms of that assessment. As you work through the questions, you should solidify your initial design for one of the informal assessments. Feel free to collaborate with a colleague as you answer the questions. Post a saved copy of your worksheet to your facilitator.

Conceptual Outline

We know Inclusive Pedagogy's guiding principles can assist us in developing better teaching practices for second language learners. They also help us question our assessment practices and develop new ones.

Guiding Principles

- Multiple Perspectives

Conceptual Outline

- High Expectations

- Knowledge-Based Practice

- Accountability

We benefit from being reminded of the value of taking multiple perspectives, questioning what it means to have high expectations, and expanding our use of knowledge-based practices.

Unless we hold ourselves accountable for using appropriate assessment practices, we will not develop the skills we need to hold students accountable for their learning.

Marvin Smith (Brigham Young University)

Just as today's schools have been impacted by the knowledge explosion, they are now being impacted by an assessment explosion. In addition to traditional tests and informal assessments, there are a variety of alternative assessments you can use. As teachers, you need to select your assessment tools wisely.

Audrey Siroto (University of California, Santa Cruz)

Every human learns in a different way. You need to make different opportunities available so that you can reach all your learners.

Marvin Smith (Brigham Young University)

Most second language assessment experts argue that alternative assessments provide the greatest opportunities for teachers to identify and build on the learning strengths of language minority students. When you select assessment tools wisely, you intentionally create opportunities for students to demonstrate learning. Jay McTighe offers four features that must be considered in designing useful, meaningful, and equitable alternative assessments. Designing alternative assessments requires:

1. Learning goals linked to real-world context

2. A defined audience

3. A thoughtful application

4. Criteria for judgment

Let's consider each of these design features.

1. Alternative Assessments Require Learning Goals Linked to Real World Context

Jay McTighe (Educational Consultant)

Being clear about our teaching goals and being able to answer the straight forward question, "How do we know we got there? How do we know the kids understand what we want them to come to understand?" is crucial. Thinking like an

Conceptual Outline

assessor means matching assessment with our goals.

Richard Hill(National Center for the Improvement of Educational Assessment)

Teachers sometimes mistake any hands-on activity for an effective activity. They may not take a careful look to make certain the activity accomplishes learning goals and isn't just keeping them busy. Teachers need to actively engage students in activities whose performance will inform you about their ability to meet the standards. That is the kind of activity we're talking about.

Marvin Smith (Brigham Young University)

Richard Hill suggests learning activities should be based on our goals. But goals alone can't make tasks compelling. Students must be able to relate activities to real life.

Example:

Jay McTighe (Educational Consultant)

An upper elementary school teacher planning an upcoming unit on nutrition confronts the question, "What do we want students to know, do, and understand from an introductory nutrition unit?"

Healthy eating is individually based. People have different needs because of differences in age, or activity level, and so on. This has implications for what healthful eating is. Planning a balanced diet is not just a script. There are options. You have to think about variety and nutrition. From an assessment point of view, how are you going to know students understand that?

The teacher anchors the unit in an assessment task where students propose a three-day menu for meals and snacks for an upcoming outdoor experience the whole class will have.

Notice the distinction. I can give multiple-choice or fill-in-the-blank quizzes on facts about nutrition, but it doesn't mean you understand healthy eating and can apply it.

We don't teach nutrition so kids can spout back the food groups. We teach nutrition so people understand what healthful eating is, can recognize and even plan healthful menus, and that's what the task calls for.

Marvin Smith (Brigham Young University)

As this nutrition example reminds us, we need to consider what real-world performance will give evidence of students' understanding. Beginning with the end in mind utilizes an assessment strategy for second language learners: Ask worthy questions. We can also refine alternative assessment tasks by specifying our audience and clarifying our purpose.

Conceptual Outline

2. Alternative Assessment Design Requires a Defined Audience and Purpose

Jay McTighe (Educational Consultant)

There should be an identified audience and purpose for what students are doing in the task. The audience may be real, hypothetical, or simulated. Our purpose can be to persuade, entertain, convince, inform.

Marvin Smith (Brigham Young University)

When students solve problems or produce products for a known audience that meet real-world purposes, they are excited about learning.

3. Alternative Assessment Design Requires Opportunity for Thoughtful Application

Jay McTighe (Educational Consultant)

A good performance task calls for the thoughtful application of knowledge and skills, not just giving back facts that you've memorized and have no understanding of. This is a simple example: a mathematics teacher gives students a task for a swimming coach. After giving them a data sheet of swim times of eight swimmers for five meets, the students decide which four of the eight swimmers the coach should use for a championship relay.

It's not so neat and clean because, when you look at the data, one swimmer is getting slower during the year. Two swimmers have erratic and fluctuating times. Students will have to do more than just average the times. They have to think. They want the four fastest and reliable swimmers for the championship relay. The swimmer that's getting slower might have an average time that's faster than one of the other swimmers, but now we're at the end of the season.

4. Alternative Assessment Design Requires Making Criteria for Judgment Visible

Marvin Smith (Brigham Young University)

A critical part of designing alternative assessments is determining how to evaluate student performances. Usually, criteria for judgment are captured in an assessment rubric. A rubric is a guide for scoring that identifies the criteria for judgment and the characteristics of quality work. A rubric should be available to students to guide their performance and their learning. Revealing criteria for judgment is a clear way to communicate high expectations.

Heidi Andrade Goodrich (Ohio University)

Rubrics have become popular because they give students informative feedback about their work (making them instructive) and they can be easily translated into grades (almost disappointingly easily). But the key is by the time my students are assigned a grade they know what it means, because they know what the criteria are. They understand gradations of quality. They have had opportunities to think about whether their work reflects the criteria on the rubric. They've gotten feedback from their peers and from me. When they get that grade, it has some meaning to them. They have actually learned from the assessment. Students don't learn much from traditional tests. They only learn whether or not they can tell you the information. And then usually, we go on, so it isn't an opportunity for a teachable moment. Rubrics sort of span the accountability learning spectrum in a way that most assessments can't. That's one reason why a lot of people use them.

Marvin Smith (Brigham Young University)

Conceptual Outline

Rubrics are a critical component of alternative assessments. They make portfolios, books talks, projects, and other alternative assessment useful, because they provide feedback to students and teachers. They make assessment more practical because they can inform students about their learning as well as evaluate it. Rubrics make it easier for teachers to focus on the quality of student work.

Heidi Andrade Goodrich (Ohio University)

In 7th and 8th grade, I have students write a persuasive essay. To promote high-level thinking through assessment, I give them a rubric with criteria. "Make a claim" and "Consider arguments in support of your claim" are standard, but the one that promotes the highest level of thinking skill is, "Consider arguments against your claim and explain why they don't undermine your stance." This is a hard thing for adults to do. Students haven't typically been taught how to consider things from another perspective. It's a sophisticated thinking skill that we all want students to do. I put it on this rubric. Predictably, the students who got the rubric tended to consider other sides of the argument in their essay, students who didn't get the rubric with that criteria in it didn't look at things from the other side. But all I had to do was cue the students and let them know that it counted and they could do it. It's not a matter of ability. Rubrics can help them think this way.

Marvin Smith (Brigham Young University)

In addition to responding to our assessments, students can also participate in the design of our assessments. This makes assessment more open.

Heidi Andrade Goodrich (Ohio University)

I involve students in rubric development by showing them models of the work I want them to do. Whatever they're going to do, I present a model. I like to present two really good models and then say, "These are good models. What's good about them?"

Heidi Andrade Goodrich (Ohio University)

If you show them quality work, they can tell you what makes it good. This deepens their processing about what makes the work good, orients them towards quality, and teaches them how to do what I'm asking them to do.

The students produce a list of criteria often as many as 20 items, and I take their list and chunk it into about five or six items. (Some teachers have the students do the chunking.) Next I describe gradations of quality from good to poor. In my rubrics, I like to reflect the kinds of mistakes I have seen in student work so that they can recognize it and say, "Oh, I just did that and this is how I avoid that." I bring this rubric back to them and say, "Is this what we agree on?" Some of them tweak a couple of words here and there. Some of them have great ideas I never thought of before. I revise my rubric if they come up with something, but usually that only takes one class period. They are involved in this kind of analysis. This is also leverage. It teaches them what good work looks like, so it's well worth the time.

Design Features for Alternative Assessments:

1. Learning goals linked to real-world context
2. A defined audience and purpose
3. A thoughtful application

Conceptual Outline

4. Criteria for judgment

Marvin Smith (Brigham Young University)

The design features we've highlighted can support you in designing useful, meaningful, and equitable alternative assessments. Use learning goals linked to authentic performances, define audience, require application not just recall of information, and provide students with criteria for judgment.

Alternative Assessments allow for:

- Context for language development
 - Self-directed work
 - Longer time frames
 - Increased student motivation
 - Development of high-order thinking skills
 - Integrated learning
-

Annala Teemant (Brigham Young University)

Obviously, there are many advantages to using alternative assessments. They allow instruction and assessment to be woven together in ways that are difficult to achieve with traditional tests.

Alternative assessments provide a richer context for language development. They allow for self-directed work and longer time frames for development. They also provide for greater student interest and motivation and promote development of higher cognitive skills. Finally, alternative assessments integrate learning while traditional tests often focus simply on the recall of tidbits of information.

The use of alternative assessments also poses challenges to teachers. For example, the use of portfolios or any multistage authentic task requires a substantial investment of time.

Challenges Posed by Alternative Assessments:

- Substantial investment of time
 - Cultural bias
 - Language demands
-

1. Substantial Investment of Time

Dennie Palmer Wolf (Harvard University, Clark University)

Assessments that build upon and are tightly interwoven with instruction are both difficult and challenging to design. In my first enthusiasm for performance or curriculum-embedded assessment, I broadcasted a message that every chapter, every unit, and teachers should have curriculum-embedded assessments. The only way to be an upstanding

Conceptual Outline

and decent teacher was if you did that. However, those kinds of assessments are very hard to design. If teachers can do three or four of them during a year, that would be enough to shift toward an assessment culture.

Annala Teemant (Brigham Young University)

The use of alternative assessments means that students must accept responsibility for their learning. In many classes, this means a renegotiation of the teacher-student relationship. The very culture of the classroom may need to change and that takes time.

2. Cultural Bias

Annala Teemant (Brigham Young University)

Avoiding cultural bias can be another challenge. In assessing students, we need to ask about the cultural appropriateness of the assessment.

Norma Garcia Bowman (Secondary Teacher)

ESL kids can do a lot of the work that teachers ask them to do, but they just can't always complete them in the same way that language majority students can. Their language skills may not be up to par. And sometimes the tasks we ask them to do have a cultural basis that is not connected to the requirements of the task. And may require real-world skills ELs still need to develop. For example, when we ask students to write this huge term paper using index cards, that is all cultural- all the little cards you have to turn in.

You can ask a student to participate in another way. Give them some options, some options of hope. If you give a kid options, you're giving them hope.

3. Language Demands

Annala Teemant (Brigham Young University)

Language use in alternative assessment can be an advantage and a challenge. Good teachers provide enough language and context to support second language learners without overwhelming them. But this is a complex issue.

Dennie Palmer Wolf (Harvard University/Clark University)

Performance assessments are often very language dependent. They have longer, often multiple-part, questions. If they're actually based on curriculum, they may involve special language (like: balance scale, weight, ounces), so they're also vocabulary intense. They may assume that an individual student can carry out a large number of inter-connected tasks without support. Students really have to have very deep mastery to be able to do that. For children who are still learning a language, their hold on the information, concepts, and strategies, may be less.

Dennie Palmer Wolf (Harvard University/Clark University)

The language of traditional teacher tests can also be a challenge because it's not supported by social cues, physical cues, gestures, or facial expressions and body language. It's not only the academic language, but also the isolation of the questions from any surrounding context. This means that second language learners will not be able to use a range of contextual cues to gauge their understanding. Context can't be brought to bear.

Conceptual Outline

Annala Teemant (Brigham Young University)

While alternative assessment does present some challenges, you can use the concepts and principles of assessment literacy and the assessment strategies for working with second language learners to help meet these challenges. The irony that language is both an advantage and disadvantage of alternative assessments simply reminds you to always attend to issues of language.

How can I use Inclusive Pedagogy to guide my assessment?

On a final note, Judith Johnson, from the U.S. Department of Education, reminds us that effective assessment for language minority students must be guided by theoretical and moral principles.

Judith Johnson (Deputy Assistant Secretary for the Office of Elementary and Secondary Education for the U.S. Department of Education)

This is not easy work. I know the students come into the classroom with different levels of achievement. I know that they come into the classroom with different strokes and strikes for them or against them. I know some come in with a very limited literacy background. Some come in with very limited economic backgrounds. But here's the belief system: Schools are not limited by that. School systems can't use that as an excuse to fail to educate children.



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LA 5.1 Designing Assessments for Learning

Comparing Alternative Assessments



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.	Design classroom assignments/assessments differentiated for ELs proficiency levels using Gottlieb's model for designing authentic classroom-based assessments in content areas	Students have designed a lesson plan connecting WIDA, ELD standards and Utah Core. They will carefully analyze authentic assessment tasks, adequacy, and value in gathering evidence of students learning.
Assessment: 25 pts.		
TA: 50 Minutes		

Instructions

1. Each of you watched one of the studies of alternative assessment on the Assessment VideoEthnography. Meet with others in a group of 4 who watched the same study you did. Use the worksheet you completed as part of homework.
2. Now in this group complete the Alternative Assessment Worksheet for the VideoEthnography you all studied for homework. This [link](#) takes you to the form you filled out as part of HW 4.4 (just in case you need it).In this discussion consider the questions you explored in your homework.
3. Return to your four person workgroup and share your findings about the alternative assessment you explored.
4. As other group members share their findings about the assessment they studied, complete the [Comparing Alternative Assessment](#) worksheet.



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https://equitypress.org/diverse_assessment/la_5.1_assessing_for_.

AVG 5.2 Selecting and Planning Alternative Assessments

Applying My Learning to Planning Assessments



Instructions:

1. In your working group, please review this [powerpoint](#) (*Putting it all together*) and take notes on [the outline of the powerpoint](#) about what you believe is important. Then confer with the group about what you learned.
2. After you review the powerpoint, work with a partner. Based on the earlier powerpoint, the work on alternative assessments using the VideoEthnography, this powerpoint, and your review of the Assessment Marketplace in the last session, each of you identify one or two of the informal assessments you want to use for your final project.
3. Consider what you learned from the Gottlieb assessment process powerpoint you reviewed at the beginning of class today. After identifying the assessments you want to use for your final project, fill in [Conceptualizing Alternative Assessments](#) in terms of that assessment.
4. As you work through the questions, you should solidify your initial design for one of the informal assessments. Feel free to collaborate with a colleague as you answer the questions. Post a saved copy of your worksheet to your facilitator.





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LA 5.2 Understanding Rubrics and Scoring Guides



Learning Outcome	Pedagogical Intent	Student Position
<ul style="list-style-type: none">Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.	Teachers can assist student development and achievement as they create rubrics, scoring guides and checklists to enable their students to better understand assignments and assessment questions.	Students have learned about different types of assessments. They will learn more about rubrics, scoring guides, and checklists to inform their assessment practices.
Assessment: pts.		
TA: 20 Minutes		

Instructions

1. Instructions

1. Read the article entitled [Scoring Guides and Checklists](#). Use the journal column in the reading to record your thoughts and reactions to what you are reading
2. Write a 1-paragraph summary of the purpose of scoring guides and how the use of completion checklists and quality rubrics can help second language learners be sure they fit their work to the standards.





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https://equitypress.org/diverse_assessment/la_52_understanding_.

LA 5.3 Developing a Rubric or Scoring Guide



Learning Outcome	Pedagogical Intent	Student Position
Course objective example (Apply the knowledge and...) Assessment: pts. 25 TA: 30 Minutes	Teachers can use rubrics, scoring guides, and checklists to assist student development and achievement as they participate in learning and testing settings.	Students have learned about rubrics and scoring guides and will now apply their learning to creating a rubric and/or scoring guide for a task in the final project.

Instructions

1. Working Independently, but with your PLC group, you will begin to develop a rubric for you Formal Authentic Assessment. This assessment will be a performance assessment where the student will demonstrate their knowledge through a project or a presentation.
2. Using what you learned about constructing rubrics in LA 5.2 and your notes from Gottlieb M.(2016) Chapter 4 and your reading from HW 5.2, develop a rubric and or scoring guide for the task you identified.
3. Feel free to draw on the expertise of others in your group as you develop the rubric or reconsider rubrics you are using for informal assessments in your unit.





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https://equitypress.org/diverse_assessment/la_53_developing_a_r.

HW 5.1 Actions Taken in Learning



Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

Assessment: 50 pts.

Due: Session 6

Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.

Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

Instructions

Each Week's Reflection Journal (to be completed after each session)

1. Think of what action you took last week. Describe it.
2. What event either before, during, or after your action sticks in your mind. Write the details.
3. Now write about—What did you learn, unlearn, and relearn this week?
4. What are the next steps you will take in your practice? What do you hope will result?



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HW 5.2: Developing Expertise in Item Writing

Building Assessment Skill



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 50 pts. Due: Session 6	Teachers can improve the quality of their assessments to receive clearer information about student learning of content, performance skills, and language development.	Students have learned about designing traditional paper-pencil tests, alternative assessment and how to develop rubrics and scoring guides. They are now prepared to revise and complete a draft of their unit assessment plan.

Instructions

1. Read about the principles governing technically adequate traditional test items in [Barton and Gibbons' Test Questions: A Self-Instructional Booklet](#).
2. As you read, complete the Questions portion of the booklet, which asks you to identify when and if a principle is being violated. Mark your responses in the spaces provided.
3. Check your answers using the answer key in the booklet
4. Examine the chart titled [Guidelines for Writing Traditional Tests and Test Items](#).
5. Based on your reading in the Barton and Gibbons booklet. and the Guideline chart just discussed, analyze the quality of the [Reform Movements Test sample provided](#).
6. Evaluate the instructions and test items for clarity, conciseness, and coherence. Write comments or suggestions directly on the test.



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HW 5.3 Re-examining Your Final Project



Learning Outcome

Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.

Assessment: 50 pts.

Due: Session 6

Pedagogical Intent

Teachers can improve the quality of their assessments to receive clearer information about student learning of content, performance skills, and language development.

Student Position

Students have learned about designing traditional paper-pencil tests, alternative assessment and how to develop rubrics and scoring guides. They are now prepared to revise and complete a draft of their unit assessment plan.

Instructions:

1. Finalize the content and language objectives, student position, learning goals, and acceptable evidence sections of the Instructional Plan. Adjust the plan in each of these categories based on facilitator and peer feedback. You might also confer with a colleague, your PLC team at your school around this assessment plan. Most importantly use your evaluation by reviewing your plan following the steps in these instructions. *If you are working with a partner on the project, you will need to collaborate on this evaluation. You may need to meet or confer with zoom or skype.*
2. Use the *Assessment Literacy Tool*. Consider the elements of Useful, Meaningful, and Equitable in relation to your assessment, the directions, and the product students will produce. Also consider whether and how you might use the suggested strategies for accommodating assessment of ELs. Included here is a [link to the back of the assessment tool](#) if you do not have a copy.
3. On the Instructional Plan under Student Work, identify the key assessment activities students will engage in. Under Teacher Work, identify the evidence or methods of gathering evidence you will use to document the achievement of your major content, language, and social/affective
4. Your plan should include at least 2 informal and 2 formal. One of the formal assessments must be an authentic assessment activity that will use a rubric you design. The other will be a traditional pencil-paper test designed using the [Barton and Gibbons booklet](#) you reviewed as part of homework for this session.
5. Then use the [Evaluating Assessment Task Rubrics worksheet](#) based on Gottlieb's work and examine your unit and the assessments again. Use your findings to support you in revising the assessments, instructions and design of your unit plan.
6. Next, use the [Wiggins Evaluation sheets](#) and reconsider your assessment for the unit in terms of backward design and the relevant issues raised in the worksheet.
7. Now you have evaluated and analyzed your unit plan, make any revisions (The checklist and rubric for this project can be found at this [link](#) if you need it,)
8. Bring this draft of your unit assessment plan to Session 6 for use in a small group discussion for additional peer feedback and revision.
9. **You will create a poster during session 6** where you display elements of your final project for feedback. You will need hard copies of the documents to attach to the poster. Here are the directions for that poster: **Create a poster (20 minutes)** on the 11 X 17 paper provided by the facilitator. *This should provide details about your EL that you accommodated for in your unit plan, the Content and Language Objectives for the unit being assessed, and at least one authentic assessment with rubric or evaluation criteria (this can be your formal authentic assessment or one of your informal assessments) and one formal traditional test.*



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HW 5.4 What I Think about High Stakes Testing

Examining the Role of High Stakes Testing



Learning Outcome

Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.

Assessment: 25 pts.

Due: Session 6

Pedagogical Intent

Teachers can articulate their thinking about high-stakes testing in order to reconsider some of their beliefs.

Student Position

Students have explored teacher-made tests and assessment practices specific to their classrooms (both traditional item writing and alternative assessments). Now they turn to consider high-stakes testing.

Instructions

PART A

1. On the [Quick-Write Response page](#), write for three minutes on the topic of high-stakes tests. Get as much down on paper as you can during this time. Write without lifting your pen from the paper. Write about your feelings, attitudes, or concerns. The following questions may help you get started.

- Do you believe high-stakes tests are important?
- What concerns do you have about high-stakes tests?
- Why do you like/dislike high-stakes tests?

PART B

1. You will watch a video about High Stakes Testing.
2. Go to <https://equitypress.org/-wAi>.
 - o This takes you to the screen where you have watched videos for the assessment course.
 - o Scroll down below the screen where you see a list of the video segments for the course.
 - o Click on Session 7. On the right side you will find the title of the segment, High Stakes Testing.
 - o Click on 7.1 High Stakes Testing. Then scroll back up to the screen and watch the video.
3. Use the [Active Viewing Guide](#): High Stakes Testing to guide your viewing and to record notes about what you think is interesting or important.

PART C

1. After watching the video on High-Stakes testing, return to the response page and indicate which of your ideas changed and what the change is.



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Access it online or download it at https://equitypress.org/diverse_assessment/hw_5.6.

HW 5.5 To Test or Not to Test

The Big Question



Learning Outcome	Pedagogical Intent	Student Position
<p>Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their assessment.</p> <p>Assessment: 50 pts.</p> <p>Due: Session 8</p>	<p>Teachers can prepare English learners for high stakes testing through learning about kinds of test questions and helping students understand the process.</p>	<p>Students have learned about and developed expertise in classroom-based assessment of students. Now they consider high stakes testing that is external to the classroom. They will explore the benefits and draw-backs of high stakes testing as they consider pro and con statements from literature in the field.</p>

Instructions

Part A: Information gathering.

1. Read the 49 items and determine item by item whether each item's statement is a pro or a con statement. Click and download the link to read the 49 items: [Pro Con Quotations](#).
2. Record your findings on the Pro or Con note-taking sheet with this assignment. Put the last name of the person followed by a one-sentence summary of the statement.

Part B: Summarizing Pros and Cons

1. At the bottom of the worksheet, summarize the pros and cons and answer the question provided. Click and download the following link to fill out the worksheet: [Pro Con Worksheet](#).

2. Bring this sheet to session 6 to participate in an activity.



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Access it online or download it at https://equitypress.org/diverse_assessment/hw_5.7.

Session Six: Debating and Responding to Assessment Issues

LA 6.1 Debating the Value of High Stakes Testing
LA 6.2 ESL Assessment Issues
LA 6.3 Making My Deliberations Public
LA 6.4 Assessment Literacy for Alternative Assessment
AVG 6.2 Assessing Student Development
LA 6.5 Final Project Review
HW 6.1 Actions Taken in Learning
HW 6.2 Examining Alignment and Coherence in Assessment
HW 6.3 Issues in Grading
HW 6.4 Evaluating and Adjusting Record Keeping
HW 6.5 Creating and Revising My Final Project



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Access it online or download it at https://equitypress.org/diverse_assessment/session_6.

LA 6.1 Debating the Value of High Stakes Testing

Articulating My Reasoning



Learning Outcome	Pedagogical Intent	Student Position
Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their assessment.	Teachers can prepare English Learners for high stakes testing through learning about kinds of test questions and helping students understand the process.	Students have learned about and developed expertise in classroom-based assessment of students. Now they consider high stakes testing that is external to the classroom. They will explore the benefits and draw-backs of high stakes testing as they consider pro and con statements from literature in the field.

Assessment: 25pts.

TA: 20 Minutes

Instructions

1. Working in your PLC group, share how your opinions about high stakes testing have shifted based on HW 5.4.
2. Next you will engage in a debate about high stakes testing within your group. Two of you will speak to the pros of high stakes testing and the other two will speak to the cons.
3. Take a few minutes for the partners to confer. Develop the assertions you want to make and note details you think will support you in responding to the assertions and defense the opposite team makes.
4. Begin with each group making their initial assertion—the pros make their assertion followed by the cons rebutting their assertion.
4. Second the cons make their assertion and then the pros rebut their assertion.

5. Using post-it notes, the pros in your group write a sentence summarizing their position, and the cons write a sentence summarizing their position.

6. Post these on the charts provided by the facilitator and quickly review comments other pro and con groups have made.



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LA 6.2 ESL Assessment Issues

Extracting Practical Suggestions through Analysis



Learning Outcome	Pedagogical Intent	Student Position
Understand issues of assessment and accommodation and use a variety of measurement tools to evaluate English Language Learners for placement, proficiency and instruction.	Teachers can provide accommodations and adjustments to support their students (particularly ELs) in taking standardized tests.	Students have focused on improving their skills in writing traditional test items. They are now prepared to consider test adjustments and accommodations for second language learners.
Assessment: 25 pts.		
TA: 40 Minutes		

INSTRUCTIONS

PART A: Partner Discussion (20 minutes)

PART A:

1. Begin by downloading [Standardized Test Scenario](#). Read the test scenario and answer these questions:

- *How is this student's experience the same and different from ESL students in the United States?*
- *Why is it important that assessments actually differentiate between what content a student knows and what language the student knows?*

2. Study and discuss the following charts in relationship to the scenario and answer the questions:

Chart 1: **Typical ESL Assessment Accommodation Strategies** (scroll down to pages 2-4 of the Standardized Test Scenario document linked above.)

Chart 2: **The Concepts and Principles of Second Language Acquisition from an Assessment Perspective** (scroll down to pages 5- 10 of the Standardized Test Senario document).

- *What can I do to support ESL students in testing situations when I cannot adjust the test items?*
- *How can I modify my own test formats, items, and administration procedures to better support ESL students?*

PART B: Partner Analysis and Synthesis (20 minutes)

3. With a partner, use [The Reform Movement Test](#) you analyzed in LA 5.4. Underline or highlight the language issues you identify in the test.
4. In response to the items you underlined and using the charts you reviewed, consider how you could accomodate EL students.
5. Each partnership in your group will consider a different student from the two described below. Discuss: If you were going to give this test to the student your partnership was assigned, described below, identify the language issues, cultural issues and content issues that you might need to consider for these two students.
6. Review each item and issue you identified concerning the test in relationship to your assigned student. How will you accommodate each of the issues you identified for that student?

Student A is a recent immigrant from Mexico who has a solid academic foundation in his native language but little to no oral or written English skills. You do not speak the student's native language and neither do any of your other students.

Student B is a Bosnian student who has been in U.S. public schools for six months. This student has had little formal schooling in her native language. She has begun to speak English with her peers and with you, but still does not have a high literacy level in English or in her native language. You do not speak this student's native language, but other students in your class do.

7. Report what you discussed to your group.
8. Working in your four person group based on your discussion and analysis of a student, make a list of practical suggestions you would offer the teachers in your school to guide them in making appropriate accommodations to traditional testing practices for ELs. Turn in your list. Make certain all your names are on the list.





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LA 6.3 Making My Deliberations Public

Seeking and Providing Feedback



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 50 pts. TA: 60 Minutes	Teachers can provide guidance and feedback to others concerning the quality of their assessment plans and their accommodation strategies.	Students have created a draft of their final project and are ready to give and receive constructive feedback.

Instructions

There are three parts to this learning activity.

Part A: Create a poster (20 minutes) on the 11 X 17 paper provided by the facilitator. This should provide details about your EL that you accommodated for in your unit plan, the Content and Language Objectives for the unit being assessed, and at least one authentic assessment with rubric or evaluation criteria (this can be your formal authentic assessment or one of your informal assessments) and one formal traditional test.

1. Use an 11"x17" blank sheet of paper to display your work.
2. Provide the title of the unit and the content and language objectives across the top of the page
3. On the top lefthand side of the page you will provide a profile of the EL you are accommodating for in this unit. You will use the questions from the [Inclusive Pedagogy Framework](#) to guide your narrative.

- Begin by identifying who is your student.
- Report their strengths and weaknesses in terms of their cognitive, linguistic, and affective assets.
- Report the programs and practices that support their development and any classification of them (WIDA Levels, etc.).
- Report your high expectations, the applicable knowledge based practices you use (in the plan and in your teaching).
- Identify how you are holding yourself and the student accountable.
- Report on how you are attending to him/her in your planning teaching and assessing of the student.

4. On the rest of the page attach the assessments you would like feedback on.

Part B: Review and Critique. Review the posters of other students in your class. This is a Gallery Walk. Begin with the posters of colleagues whose assessments target content or grade levels similar to yours.

1. Begin by scanning several posters.
2. Identify ones you would like to consider more carefully. Provide critique for as many posters as you can in the time provided but make certain you review **at least 3**.
3. Using post-it notes identify the strengths and weaknesses of the assessment plans. What follows are reminders for what you might respond to. Again remember to point out the things you feel are powerful and well-done as well as places for improvement.
 - Use the [Assessment Literacy Chart](#) and comment on how the assessment is useful, meaningful, or equitable.
 - Comment on what you know about constructing rubrics or evaluating authentic assessments.
 - Respond to issues from your learning about item writing.
 - Identify issues with how the language learning and assessment of ELs is attended to.
 - Evaluate their Content and Language objectives.
4. Remember they have time to redo, revamp, rework, and gather more information about the student, so be honest. This is helpful not punitive critique.

Part C: Review the response.

1. Review the response you received.
2. Take a few minutes to make notes about how you will adjust or strengthen your project based on the feedback received.



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https://equitypress.org/diverse_assessment/la_63_seeking_and_pr.

LA 6.4 Assessment Literacy for Alternative Assessment



Learning Outcome	Pedagogical Intent	Student Position
Understand issues of assessment and accommodation and use a variety of measurement tools to evaluate English Language Learners for placement, proficiency and instruction.	Teachers can identify alternative assessments and want to try and determine how to implement them.	Students are asked to solidify their knowledge of the alternative assessment movement tasks and assessment literacy by articulating how alternative assessments meet the requirements of assessment literacy.
Assessment: 25 pts.		
TA: 20 Minutes		

Instructions

1. Working as a PLC group, turn again to the [Assessment Literacy Chart](#).
2. Using the [Assessment Literacy for Alternative Assessment Worksheet](#). Make a list of alternative assessments you have learned about or tried this semester in the left column. (There is space to list 8 but list as many as you would like).
2. Identify two or three you are most interested in for further analysis.
3. Use the Assessment Literacy Chart to examine how each of the two or three alternative assessments you identified meet the requirements of Useful, Meaningful, or Equitable. Note the result of your analysis on the worksheet. (Turn in one worksheet for your group)

Note: Being able to articulate how the alternatives assessments you use in your classroom are Useful, Meaningful, and Equitable allows you to advocate for your assessment practices.



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https://equitypress.org/diverse_assessment/la_6.4_assessment_lit.

AVG 6.2 Assessing Student Development



Think About

Click and download the following link to fill out the Active Viewing Guide 6.2 that is shown below: [AVG 6.2 Assessing Student Development](#).

- How can I support students in a learning environment so they are able to demonstrate what they know?
 - In what ways can I assess that support the language development of language minority students?
 - How can I demonstrate understanding of ELLs development within the critical learning domains through assessment?

From Session 8 Segment 1: <https://equitypress.org/-wAi>

Conceptual Outline

Inclusive Pedagogy Leads to:

- Common Understandings
- United Advocacy

Learning to meet individual students' needs holds the greatest promise for our development as teachers. Our strongest act of advocacy is teaching a child to succeed.

As teachers learn about the cognitive, social/affective, and linguistic development of all children, they are better able to support the child whose needs currently confront them.

Meaning Making

Teaching as advocacy?

Conceptual Outline

Meaning Making

Critical Learning Domains guide you to respond from a developmental perspective in assessing language minority students.

Critical Learning Domains:

- Cognitive: Your assessment practices help you support students in demonstrating what they know and need to know to be able to play the school assessment game.
- Social/Affective: Teachers should assess students' comfort and motivation.
- Linguistic: You need to analyze and respond to your students' language development—both oral and academic.

Reflection for Change Question:

How can I demonstrate understanding of diverse learners' commonalities and uniqueness in critical learning domains in the process of assessment?

Focus?

Don't focus on what students can't do; focus instead on what you can do to support the learning of your language minority students. Your wise response to students results in improved learning, as these educators suggest:

Peggy Estrada (University of California, Santa Cruz)

Student success?

From looking at twenty-seven classrooms in eight different schools, the biggest thing that I've learned is that culturally linguistically diverse children can succeed at the highest level.

Child or curriculum?

Knowing Why?

Negating Identity?

Ideal?

Celeste Gledhill (Elementary School Teacher)

I wish that all teachers knew that second language learners can learn. They're just on a different timetable.

James B. Lantolf (Penn State)

First and foremost, you're working with flesh and blood beings in the classroom and not the language, not the curriculum.

Roland Tharp (University of California, Santa Cruz/
CREDE)

We're looking at the growth points on the tree and not at the full leaf. And that's what we want to be concerned with.

Pauline Longberg (ESL Coordinator)

The key is teachers who realize that language is not a barrier.

Audrey Siroto (University of California, Santa Cruz)

It's not just, "This feels right," "I see the kids learning," or "Look at their standardized test scores." It's, "I know why they're growing. I understand that."

David Corson (University of Toronto/OISE)

Immigrant children coming to a country bring all those senses of identity and self—who they are and what they are—into the classroom. If they find all of that negated, it's an act of hostility to the child.

Eugene Garcia (University of California, Berkeley)

The ideal school has a set of individuals called teachers that are very well prepared and continue to engage in professional development where they critique, reflect on, and essentially improve instruction based on a set of experiences that they have with their students.

Annala Teemant (Brigham Young University)

We became teachers because we cared about the lives of young people. We find our greatest reward in the development of our students. When we focus on the things that are most likely to lead to their success, we fulfill our obligations. What students learn to do with us will lead to their future success in school and ultimately in life. When we look at student development, we need to focus on the whole

Conceptual Outline

Meaning Making

child—not just the cognitive, not just the social, and not just the linguistic. We need to use their strengths as thinkers, as social beings, and as language learners to help them find success. How can teachers begin to do that?

Maria Hawley (Speech and Audiology Specialist)

Curious?

I would ask teachers to keep track of all areas. Keeping track doesn't involve elaborate notes, just a little daily observation. You note changes in students' understanding, when something you've been doing works, or maybe the student changed. You note what you are trying out and how it works—maybe adding posters to your lecture, or a video tape, or an individual time with that student who's reluctant to speak. You note all areas. Some students quickly develop social skills, and the teacher might misunderstand that. They think, "But this student talks to friends in the hallways, and he talks in class." And, yet, academically that student is not developing as quickly. Find out why. We have to be curious about what we're doing and why we're doing things the way we are.

Annala Teemant (Brigham Young University)

Continually?

Ideally, you observe student performance and question it against what you know about cognitive, social /affective, and linguistic development. You then use your insights, evaluations, and judgment to respond to student difficulties while you continue to gather evidence of their learning and performance. In this way, you are continually supporting student learning. Unfortunately, we often focus on student deficit or difference, rather than on their potential.

Deficit or Difference

Nancy Cloud (Rhode Island College)

Honor?

Deficit?

Developmental?

When students come to school and they're perceived as somehow different—linguistically, culturally, ability, or any difference—we tend to focus on that difference. We need to be concerned about it and responsive to it, but

Conceptual Outline

Meaning Making

sometimes it can dominate our thinking. With an ESL learner sometimes the fact that the student doesn't know English becomes the most important thing. We forget there are other aspects of functioning, too. Even though we know we need to support, respect, build on what students bring—honor it, use it—sometimes we don't do that because we're so worried about what they don't have. When this happens, we're no longer focusing on development. We have moved into deficit, compensatory, remediation mode. Think developmentally. What is in this child's best interest? And the more diverse the learner, the more we have to grab hold of the developmental perspective and say, "Let me think holistically about this child."

Developmental Focus

Integration?

Karen Draney (University of California, Berkeley)

Of course, a developmental approach to assessment means looking at students across time. The idea is when you assess, you're looking to see what levels of understanding, what levels of competency, what levels of higher thinking or deeper understanding. You're interested in how well they tie things together rather than just repeat simple answers to simple questions.

Annela Teemant (Brigham Young University)

It is easy to see how the critical learning domains impact each other. The cognitive affects the linguistic. The social impacts the cognitive, and the linguistic impacts the social. All aspects of development are intertwined and require artful assessment. Home and family background provides insight into cognitive development.

Social and Cognitive

A Literacy Village?

Ronald Gallimore (University of California, Los Angeles)

Linguistic?

Most of our theories on child development and learning place significant emphasis on the role of everyday activities in homes as a source of cognitive and communicative development.

You can look at it like this. If you grow up in a weaving village, you learn a lot about weaving from an early age. If you grow up in a fishing village, you know a lot about fish and fishing and boats and when to go to sea. If you grow up in a literacy village where people read and write to make a living, you go to school knowing more about reading and writing. And the older you get, the more immersed you are in the sea of literacy, numeracy, and other tools that are required in a modern economy.

In this little prosaic example, we can see how in a very profound way we would expect children's home activities to directly affect what they are going to do at school. In fact, it's reasonable to say that we've designed our schools to amplify and build the very skills that adults transmit to children at home, because the adults know that when those children reach adulthood, they'll need those tools—whether it's fishing or weaving or literacy—in order to make a living.

This is an example of the invisibility of culture. America is a culture of literacy—a powerful tool—a tool by which we earn a living. If we're not literate, we want our children to be literate. If we don't know how to use computers, we want them to learn to use computers.

Annala Teemant (Brigham Young University)

Educational Response?

When students struggle to learn, we can ask ourselves whether their social or cultural background and experience might provide us insight into their difficulties. Luis Moll teaches us to use students' funds of knowledge from their homes and communities as a way to respond educationally. We can also respond by teaching students to be better thinkers.

Cognitive and Linguistic

Intelligence learnable?

Conceptual Outline

Meaning Making

Heidi Andrade Goodrich (Ohio University)

Social?

If you don't believe intelligence is learnable, it's almost pointless to be a teacher, really. Even though every student in your classroom has a different intellectual profile, if you know that as a teacher you can increase every students' level of intelligence, your teaching is transformed.

You need the tools to teach students to think. The way to do this is make it count. Model it yourself. Bring in other models of good thinking. You make it part of your instruction, your assessment, and your evaluation. Key to all this are your expectations. You teach them to behave and think intelligently. Then you expect them to behave and think intelligently. Your whole classroom becomes about learnable intelligence. And—no surprise—students begin to think and behave, and be motivated to think and behave, in more intelligent ways.

Annala Teemant (Brigham Young University)

Impacts of my classroom?

Sometimes we forget that what happens in the classroom matters deeply to students. When students struggle to understand, use the right word, or participate in group work, we may not see how embarrassed they feel or how frustrated they become. The impact of that experience on their learning may be immediate and short-term, but it can also have lasting effects.

The cover footage presents a young boy struggling to think through a problem in a mathematics class. You can tell he is thinking and wants to figure it out. Sometimes we don't observe closely enough to see these expressions in the faces of our students.

Annala Teemant (Brigham Young University)

Meaningful praise?

On the other hand, when teachers use student work, praise their thinking, or invite students to learn from each other, it increases their intent to learn.

Conceptual Outline

Meaning Making

Cognitive and Affective

John Schumann (University of California, Los Angeles)

Emotional appraisal?

Linguistic?

Social factors are important because they impinge on student learning. They may even be more powerful than our own teaching. I see emotion and cognition as being intimately inter-twined, and therefore, I wouldn't see either as being indirect.

They're both part of the game.

Cognition is comprised of:

- Sensation
- Perception
- Attention
- Appraisal
- Memory

Cognition is driven by an emotional appraisal system. As you're gauging those cognitive acts, remember they are guided by an emotionally-driven appraisal system.

Annala Teemant (Brigham Young University)

Intent to learn?

Voice?

Place in the classroom?

As you follow a student's progress, you find yourself asking, "Can this student do the work?" And when a student doesn't do the work, you're confronted with a dilemma: Is it that the student cannot do the work, or is it that the student will not do the work? Student motivation is a critical part of their social/affective development.

How can you increase student's desire to learn?

1. Act on belief that all students can learn
2. Teach thinking skills
3. See students as a resource

Heidi Andrade Goodrich argues that teachers can employ two simple strategies to increase

students' willingness to learn:

1. Teachers act on the belief that all students can learn, and

2. Teachers teach thinking skills and improve students' ability to learn.

A story from Pauline Longberg suggests a third strategy for improving student motivation —use students as a resource for other students' learning. It establishes the student's place in the classroom and increases a desire to learn.

Social and Linguistic

My students as a resource?

Pauline Longberg (ESL Coordinator)

I wish every teacher realized they can be a powerful influence in developing language in students. If they saw themselves as language teachers and if they recognized that the students in their classrooms are also equally valuable in teaching language, together they could work to help another child who doesn't speak that language to develop it.

Teachers also need to realize that students who come to them can also be a resource. Funny story. I remember once a teacher doing a lot of work on Egypt and the pyramids. That year, she happened to have in her class a girl who came from Egypt. It never dawned on the teacher that this girl perhaps knew more about the Egyptian period and the pyramids than she or anyone in the class. The girl didn't speak very much English. She didn't raise her hand or participate actively in discussion. She just sat there quietly. I had an occasion to talk to this girl, and she shared with me some of what she knew, and I said, "Does your teacher know you know this?" "No," she says. And I said, "Well, we need to help her, you know, she needs to know that you know this and figure out a way that you can teach this to the other students in your class."

Conceptual Outline

Meaning Making

It's really important that teachers recognize what a resource students really truly are.

Annala Teemant (Brigham Young University)

In talking about improving student motivation, Carol Ames reminds us that when students have goals for learning, they are motivated to reach those goals. In using classroom assessment tools like instructional conversations, you activate students' intent to learn by communicating you value their voice and you expect them to learn. You help develop their skills for learning. You learn more about students' background and skills, and then create opportunities for students to be a classroom resource. Because classroom assessment provides clear feedback about students' progress in learning, it motivates them to reach their learning goals.

In assessing second language learners, our assessment tools need to be precise enough to attend to their content knowledge, their learning dispositions, and their language development. Only then will it support students in developing an intention to learn, expand their academic abilities, and build stronger language skills.

Goals and motivation?

Feedback and motivation?

Valuing students and motivation?

Linguistic, Social, Cognitive

Dialogue and understanding?

Paul Ammon (University of California, Berkeley)

When children are learning a second language, we may not be able to decide whether we can't understand what they're saying because of confusion about the ideas or because of limits in their linguistic ability to express the ideas in a new language. Teachers get around that issue by exploring ideas interactively with children—that should happen with all children. But it is especially important not to simply listen to an ESL child's comment and then make judgments about the child's understanding. Teachers should engage in a more interactive process where the child has

multiple opportunities to express the same idea.

Annala Teemant (Brigham Young University)

What Paul Ammon describes is a best-case scenario. Unfortunately, teachers may unintentionally dismiss all aspects of a student's development. Consider this story:

Norma Garcia Bowman (Secondary Teacher)

Paulo was a strong math student. But in Costa Rica, where he came from, he had been taught to record his math calculations differently from the way we do in America. The teacher failed him. Paulo's mother asked me to talk to his teacher because the teacher told Paulo he wasn't doing his math right. I said, "What do you mean he's not doing it right?" Paulo's mother said, "Well, he's not doing it the way the teacher wants to see it."

I went through all of his math—all the work was there, all the numbers, and the answers were right. I said, "Well, they're all right."

But she said, "The teacher keeps telling Paulo that he can't get credit for his work because he does it wrong."

I was so irritated. I went to talk to the teacher. I asked, "Why is Paulo failing your class when all of the answers are correct?" He says, "Well, if Paulo's going to live here and participate in the school curriculum, then he needs to do it properly. He's doing it all wrong."

I said, "What do you mean he's doing it all wrong? It's all right. Can't you see that all the work is there. Look at it. Just because it's done in a different format doesn't mean the answers are wrong and all the work is out."

The teacher just couldn't see it. I had to take the parent to the principal and show the

Wrongness?

Social? Affective?

Cognitive?

Linguistic?

principal that all the work was there and that it was all right.

Still, Paulo did not receive an A. He still did not get the grade he deserved. This young man's in the Air Force, and he's an excellent student. He's going to the Air Force Academy.

Richard Kimball (Secondary School Teacher)

ESL students face so many injustices that it becomes our responsibility. It's a moral obligation that we have to go out of our way to help these students. And if we don't, nobody will.

Cindy Ballenger (Parks and Graham School)

Whenever someone asks us, "What's the most important thing you've learned?" Everybody always says, "We learn that kids always make sense."

Jack Whitehead (University of Bath)

I could never claim to have educated my students. I can claim that I've had some influence, which is educative, but I insist on their right to educate themselves.

Lynn Diaz Rico (University of California, Santa Barbara)

If we don't go in with the attitude that every student deserves our maximum attention, I think we're in the wrong profession.

Virginia Gonzalez (University of Texas)

Maybe that child—the same child—in a different classroom with a different teacher will achieve at much higher levels.

Maria Hawley (Speech and Audiology Specialist)

It seems simple enough, but it's a question that we have to ask ourselves. "Why is that student succeeding in this area and not in this other area?"

H. Douglas Brown (San Francisco State University)

Conceptual Outline

Meaning Making

My conviction is that teachers need to take seriously their role as agents of change, as people who have a responsibility toward students to help those students become future leaders of the world.

The Critical Learning Domains are interdependent. In our assessment, we need to remember that each of these domains influences student learning.



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LA 6.5 Final Project Review



Learning Outcome	Pedagogical Intent	Student Position
Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their assessment. Assessment: 25 pts. TA: 5 Minutes	Teachers can plan assessments in their units of instruction to accommodate EL learners' needs and get valuable information about students' learning.	Students are learning about English language assessment practices. They will work on their final project to design a unit that includes new insights about assessing students that have changed their practice.

Instructions

1. Review the [Final Project Guidelines](#).
2. There are [directions for scoring](#) and two rubrics: one for the [Analysis of My Learning](#) based on the Time Capsule and one for the [Unit Plan](#).
3. Ask your teacher for your Time Capsule assignment. You will use the worksheet that helps you [analyze your growth](#) and the one you will use to [report your learning and response](#) based on the [Inclusive Pedagogy Framework](#).
4. As you reflect on your learning and work on your unit plan, you may want to consider the [Assessment Literacy Tool](#).
5. You will teach others about your unit plan based on part B and C of the final project guidelines. In the report on your plan you will teach others about your unit assessment plan and your reasoning and decision making about the project and then you will identify and explain adjustments you would make to the assessment plan to accommodate the EL student you created a profile on.
6. Note any questions you have about the parts of the project and your creation of a narrative to teach others about your learning and your plan to ask your facilitator and your group.
7. You will receive individual feedback on either or both elements of this project at the teacher center in LA 7.2.
8. There will be time in Session 7 to work on the final draft and completing this draft of your final project is homework for Session 7.



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HW 6.1 Actions Taken in Learning



Learning Outcome	Pedagogical Intent	Student Position
Teachers work in partnerships with families and communities to create positive learning environments. Assessment: 50 pts. Due: Session 7	Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language learners.	Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language learners and their families.

Instructions

Each weeks Reflection Journal (to be completed after every session)

1. Try out one of the authentic assessments you identified in session 6. Describe your experience.
2. What are you still wondering about? Write the details.
3. What did you learn about your students' knowledge from the alternative assessment?
4. What are the next steps you will take in your practice? What do you hope will result?



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HW 6.2 Examining Alignment and Coherence in Assessment

Increasing Relevance, Reliability, and Validity of My Assessment



Learning Outcome	Pedagogical Intent	Student Position
<p>Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.</p> <p>Assessment: 50 pts.</p> <p>Due: Session 7</p>	<p>Based on their understanding of assessment and second language learning, teachers can align their assessment practices so that their planning, teaching and assessment practices are coherent and support ELs in demonstrating what they know and can do.</p>	<p>Students have been introduced to various principles and issues related to assessment of ELs. They are now prepared to analyze coherence and alignment issues among learning goals, teaching strategies and assessment methods.</p>

Instructions

1. Briefly review the [Assessment Literacy Chart](#).
2. Read the [Introduction to Coherence](#) and three case studies provided with this assignment. For each case, write one paragraph that summarizes the coherence problem evident in the case and proposes a solution to that problem.

Click on the following links to access the three case studies: [case one](#), [case two](#), and [case three](#).
3. Read [Top 10 Reasons Why Teachers Would Want to Use Standards-Based Curriculum and Assessment](#).
4. Write a brief response to the following questions to prepare for an oral presentation during LA 8.2:

- What is coherence and why does it matter?
- What principles must be understood and followed to have successful student-centered, standards-based assessment?
- How can attention to the things we have learned from WIDA and Gottlieb help me better address the assessment and learning needs of ELs I teach?
- How would you convince a teacher using traditional assessment strategies to begin to try more student-centered, standards-based assessment?



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HW 6.3 Issues in Grading

Considering the Challenge of Grading the Work of ELs Working in a Second Language



Learning Outcome	Pedagogical Intent	Student Position
Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency.	Teachers can determine how to use assessment to grade students as well as track their development in learning content and language.	Students have explored links between assessment and student development. They are now prepared to consider potential links between assessment and grading and between grading and student development.
Assessment: 50 pts.		
Due: Session 7		

Instructions

1. Read the accompanying article entitled [Issues in Grading](#).
2. Reflect upon the following questions in preparation for a discussion about fair grading during LA 8.2:
 - What methods do I currently use for grading and reporting?
 - How do I translate the results of my assessments into grades?
 - What do my grades mean?
 - What are my grades a conglomeration of?

- How do my grading and reporting methods disadvantage or advantage ESL students?

- What could I do to improve my grading and reporting to support the learning and success of my ESL students?

3.Capture your reactions in the Meaning Making section of the reading. Note your concerns, questions, thoughts, or practices that connect to the reading and in relationship to your own grading difficulties or strengths.



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HW 6.4 Evaluating and Adjusting Record Keeping

Tracking Student Learning



Learning Outcome	Pedagogical Intent	Student Position
Use assessment data to plan, adapt and implement instruction for English language learners according to their level of English language proficiency.	Teachers will refine their systems for recording and tracking student learning.	Students have learned about multiple forms of assessment, issues with grading, as well as coherence and alignment. They are now ready to consider how to track student learning and performance. Instructions
Assessment: 50 pts.		
Due: Session 7		

1. Identify two people in your school who teach in your subject area or grade level and interview them about their systems for collecting, evaluating and recording student work. In your interview, question them about how they keep track in their recording system of student learning that shows up in classroom discussion, project work or other kinds of informal ongoing assessment.

2. Review the computer programs available for you to track students' work. Examine the complete potential of these systems to include notes, observations, documents.

3. Examine your own record keeping system. The over-arching concern is how will you or do you track student learning both formally and informally to enable you to have an accurate record of student and progress and growth. Identify how you do the following. Keep track of:

- a. Assignments and the scores attached
- b. Informal ongoing assessment evaluations (such your informal observations of their participation and performance in class activities and group work).
- c. Records of authentic assessment performances.
- d. Materials from projects that demonstrate growth (or not) to be shared at parent teacher conferences
- e. Documents for reporting individual student work.
- f. Periodic observations of students' social interactions (particularly in group work or periods before and after class).

- 4. Create a document where you record what you learned in each area identified in the list above.
- 5. Outline your current or adjusted and proposed record keeping system.
- 6. Bring your report of keeping track and your outline of your current, adjusted or proposed system and bring it to class to share in session 7.



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HW 6.5 Creating and Revising My Final Project

Polishing My Work



Learning Outcome	Pedagogical Intent	Student Position
Acknowledge and follow local, state and federal laws and policies as they pertain to ELLs and their assessment.	Teachers can plan assessments in their units of instruction to accommodate EL learners' needs and get valuable information about students' learning.	Students are learning about English language assessment practices. They will work on their final project to design a unit that includes new insights about assessing students that have changed their practice.
Assessment: 50 pts.		
Due: Session 7		

Instructions

1. Use the instructions from LA 6.5 to guide you in completing your Final Project.
2. You will have time to discuss your project with your facilitator in a small group in Session 7 and then some time to work on it.





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Session Seven: Developing Knowledge for Practice and Advocacy

LA 7.1 Useful, Meaningful, and Equitable Assessment
LA 7.2 Center 1--Analyzing the Final Project
LA 7.3 Center 2--Motivating Learners
LA 7.4 Center 3--Sharing Strategies for Record Keeping
LA 7.5 Center 4--Using Standardized Test Scores to Guide Teaching
LA 7.6 Center 5--Meeting Legal Obligations for ELs
LA 7.7 Revising My Final Project
HW 7.1 Actions Taken and Learning
HW 7.2 Completing the Final Project



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LA 7.1 Useful, Meaningful, and Equitable Assessment

Investigating The TELL Assessment Tool



Learning Outcome

Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English Language Learners for placement, proficiency and instruction.

Assessment: 25 pts.

15 min.

Pedagogical Intent

Teachers can build and demonstrate their assessment literacy and ability to effectively implement the assessment process by using the TELL Assessment tool as they create, use, and gain information from student's work and tests.

Student Position

Students have studied concepts and practices for assessing linguistically diverse students during the course. Now they will investigate and analyze the Assessment Tool for this course.

Instructions

1. For HW 6.2, you reviewed the Assessment Literacy Chart (here is the [link to the chart](#) if you would like to access it) and issues of coherence and reliability using three case studies. Report on the cases you analyzed.
2. Then report what you think is your most important learning, change in your practice, or commitment to future work in relationship to one of the three concepts (Useful, Meaningful, Equitable). Then be prepared to share your thinking with the whole group.
4. Participate in a shower of Ideas with the class. The facilitator will write your idea or aha on the board as you shout them out. (Try not to speak on top of someone else as you do this.)



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LA 7.2 Center 1--Analyzing the Final Project

The Teacher Center: Getting and Giving Feedback on Assessment Practices



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge of issues of assessment and accommodation and how to use variety of measurement tools to evaluate English language learners for placement, proficiency and instruction	Teachers have studied issues surrounding assessing ELs in ways that enable them to reveal their content knowledge using the linguistic skills they have.	Students have studied principles of assessment literacy and concepts for designing curriculum for understanding. They are prepared to evaluate their own and others assessment practices and provide feedback.
Assessment: 25 pts.		
TA: 20 Minutes		

Instructions

1. Working in a group of four (which should include your partner if you worked with one) with the facilitator, share your final project.
2. The facilitator will review the project asking questions and providing feedback.
3. As the facilitator reviews a project, the other students can also provide feedback.



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LA 7.3 Center 2--Motivating Learners

Using Theories of Motivation to Respond to Issues of Motivation and Engagement



Learning Outcome	Pedagogical Intent	Student Position
Identify and articulate how your beliefs impact your ability to gather and evaluate evidence of student learning.	Teachers who understand student motivation and influences that create issues for learning can use their new understandings to create conditions in which every student can learn and achieve.	Students have studied principles of assessment literacy and concepts for designing curriculum for understanding. They are prepared to read about other factors involved in student achievement in preparation for linking teaching, learning, and assessing.
Assessment: pts.		
TA: 20 Minutes		

Instructions

1. Join a group of four to complete this center activity.
2. Think of one student you have struggled to motivate to learn in your class. Write a brief statement (either in a word document or on a piece of paper) about what you think the issue or the problem was.
3. Each person in the group will read one summary linked below (they are all less than one page) and prepare to share the information with group members*:
 - [Beliefs About Intelligence and Academic Performance](#)
 - [Readiness to Learn](#)
 - [Expectations for Learning](#)
 - [Students' Goals for Learning](#)

4. Listen as each person shares their understandings from their article with the rest of the group.
5. Take a moment and write about some things you could consider to help you work with the struggling student you identified. Either e-mail your word document or submit the paper with your notes at the end of the session.

*Each article is referenced if you want to go to the original article and learn more or here is a [summary of motivation theories](#) published in 2017.



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LA 7.4 Center 3--Sharing Strategies for Record Keeping

Building Skill in Tracking Student Learning



Learning Outcome	Pedagogical Intent	Student Position
Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.	Teachers can articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.	Students have studied about assessment for diverse students and are preparing their final project as a demonstration of growth. They will meet in a center group to discuss changes they plan to make in record-keeping in their practice with diverse learners to better track student progress.
Assessment: pts.		
TA: 20 Minutes		

Instructions

1. With the materials created in HW 6.4 from the interview of a colleague, discuss with group members what you learned about ways that fellow teachers keep records for giving feedback to students and parents, grading, and grouping students for better learning.
2. Discuss what each of you want to put in place as assessments to gain more knowledge about student progress in your own practice that would benefit both you, as the teacher, and the students.



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LA 7.5 Center 4--Using Standardized Test Scores to Guide Teaching



Learning Outcome

Build and demonstrate your assessment literacy and ability to effectively implement the assessment process, and evaluate, select, and construct assessment tasks and procedures; build and demonstrate your ability to effectively attend to evidence from multiple sources in assessing language minority students.

Assessment: pts.

TA: 20 Minutes

Pedagogical Intent

Teachers can build and demonstrate their assessment literacy and ability to effectively implement the assessment process by learning how to interpret standardized tests' scores to determine next steps in instruction.

Student Position

Students have studied concepts and practices for assessing linguistically diverse students during the course. Students now view a Power Point about interpreting standardized test scores. They take notes and discuss how to use these scores in their practice.

Instructions

1. As a group, watch the Power Point saved as a pdf document (this means you can view it but not write in it) entitled [Understanding Standardized Test Scores.](#)
2. Complete your [notes](#) on the Power Point. Feel free to talk and share ideas.
3. Discuss what you learned that was new to you and how you might use this in your practice.



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LA 7.6 Center 5--Meeting Legal Obligations for ELs

Checking for Assessment Compliance at My School and in My District



Learning Outcome

Build and demonstrate your assessment literacy and ability to effectively implement the assessment process, and evaluate, select, and construct assessment tasks and procedures; build and demonstrate your ability to effectively attend to evidence from multiple sources in assessing language minority students.

Assessment: pts.

TA: 20 Minutes

Pedagogical Intent

Teachers can build and demonstrate their assessment literacy and ability to effectively implement the assessment process by learning how to interpret standardized tests scores to determine next steps in instruction.

Student Position

Students have studied concepts and practices for assessing linguistically diverse students during the course. Students now view a Power Point about interpreting standardized test scores. They take notes and discuss how to use these scores in their practice.

Instructions

1. For this activity, we have provided the [Fact Sheet](#) that accompanied the most recent Joint Memorandum, which was sent to states and school districts. It identifies key areas where, for 20 years, schools have typically been out of compliance. We have reviewed these facts in earlier courses but are revisiting it here in terms of issues for assessment
2. We provided a [worksheet](#) to guide your exploration of how your school and district responds to the elements we have identified as relevant to assessment.
3. Review the item on the Fact Sheet, identify how your district responds to the item, and then consider how they might respond.
4. If you have further interest this link will take you to the letter that accompanies the fact sheet.
<https://equitypress.org/-yYdw>



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LA 7.7 Revising My Final Project

Responding to Guidance



Learning Outcome	Pedagogical Intent	Student Position
Build and demonstrate your assessment literacy and ability to effectively implement the assessment process, and evaluate, select, and construct assessment tasks and procedures; build and demonstrate your ability to effectively attend to evidence from multiple sources in assessing language minority students.	Teachers can build and demonstrate their assessment literacy and ability to effectively implement the assessment process and evaluate, select, and construct assessment tasks and procedures.	Students have studied concepts and practices for assessing linguistically diverse students during the course. Students now respond to the Reflection for Change Questions from the Inclusive Pedagogy Framework and prepare for a round table session to exhibit their professional growth and development.
Assessment: 25 pts.		
TA: 30 Minutes		

Instructions

After conferring with your facilitator about your Final Project and getting oral and written feedback about what is working well and what you might expand on or reconsider, you now have time to get advice from your work group and to begin editing, revising, or finalizing your Final Project. The guidelines and rubrics for the final project can be found at [LA 6.5.](#)



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HW 7.1 Actions Taken and Learning



Learning Outcome

Teachers work in partnerships with families and communities to create positive learning environments.

Assessment: 50 pts.

Due: Session 8

Pedagogical Intent

Teachers can become self-aware as they reflect on and apply learnings from session activities and set goals for future change in their usual practice with English Language Learners.

Student Position

Students reflect on their work to change and improve their classroom instruction as part of this course. Reflection helps teachers understand how to work with English Language Learners and their families.

Instructions

1. Begin this week by returning to the reflections you have composed for this course. Read your reflections. Make a list of additional assesment practice you have tried. Jot down any things you learned that shifted how you taught or assessed. Then, identify the experience that you felt was most useful for supporting EL Student learning and the experience that was least successful.
2. Use the reflection model. First describe the experiences, then connect your experience to content, theories, ideas you learned. Reflect on what you learned from each. Report on the impact those experiences have had on your practice and future plans or the questions you continue to have about assessing ELs.



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HW 7.2 Completing the Final Project

Demonstrating My Knowledge of Assessment



Learning Outcome	Pedagogical Intent	Student Position
Build and demonstrate your assessment literacy and ability to effectively implement the assessment process, and evaluate, select, and construct assessment tasks and procedures; build and demonstrate your ability to effectively attend to evidence from multiple sources in assessing language minority students.	Teachers can build and demonstrate their assessment literacy and ability to effectively implement the assessment process and evaluate, select, and construct assessment tasks and procedures.	Students have studied concepts and practices for assessing linguistically diverse students during the course. They have worked to develop an Unit Assessment Plan applying this knowledge.

Instructions

Your task is to complete your Final Project and prepare a presentation for class.



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Session Eight : Revealing My Learning

LA 8.1 My Learning Presentation

LA 8.2 Communicating My Unit Plan and My Reasoning

LA 8.3 My Commitment for Assessing Students



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LA 8.1 My Learning Presentation



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 100 pts. TA: 100 Minutes	Teachers can improve access to curriculum for English Language Learners as they gain information about their students and apply learning about assessments and assessing from the course to individuals in their classrooms.	Students have developed a report of their learning from the assessment course. They will do presentations in two different groups and give feedback to other presentations.

Instructions

1. Your class will be divided into groups of 4 people seated around tables. The facilitator will keep time for the class as presentations are given. Each person will fill out the [Response Form](#) to list their individual Ahas. Record insights you gained from your fellow teachers' presentations. Enter one Aha for each person.
2. During round one, you will have 8 minutes to give your oral presentation.
3. Following each presentation, three minutes are allotted for questions and discussion.
4. For round two, your original group will scatter to the other tables and repeat the activities of round one with all new people.
5. As you listen to other teachers, continue filling in the form recording your Ahas for each teacher who presents.
6. For round three (*there may not be time for this final round*), your group will scatter to other tables and repeat the activities of the earlier rounds with all new people. Continue filling out the report form.
7. Both your final project and the form for ahas you filled out will be turned in to the facilitator today,



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LA 8.2 Communicating My Unit Plan and My Reasoning

Sharing My Thinking



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 100 pts. TA: 40 Minutes	Teachers can create unit assessment plans that improve the quality of their assessment and their ability to provide more accurate assessments of the learning of ELs. They can apply learning about assessments and assessing from the course to individuals in their classrooms.	Students have developed a report of their learning from the assessment course. They will do presentations in two different groups and give feedback to other presentations.

Instructions

1. Form groups of 4 presenters. Each presenter in your group will represent a different final project. If you worked with a partner make sure you are not in a group with your partner.
2. Each person will make a presentation which teachers your colleagues about your Unit Plan. Your presentation will be 8-10 minutes.
3. In the presentation, you will begin with the state core standard your unit responds to. Next you will review your plan. you will report the logic of the assessment plan and you will report your reasoning and decision making about the project and finally, you identify and explain adjustments you would make to accomodate the EL student you created a profile on reporting how those adjustments will enable the EL to reveal their learning regardless of where they are in their development of language in English.



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LA 8.3 My Commitment for Assessing Students



Learning Outcome	Pedagogical Intent	Student Position
<p>Students have completed the Assessment for Linguistically Diverse Students course and are now in a position to determine their next steps in the area of assessing diverse students.</p> <p>Assessment: 25 pts.</p> <p>TA: 15 Minutes</p>	<p>Teachers can provide better access to curriculum by using appropriate assessments for linguistically diverse students in their classrooms.</p>	<p>Students have completed the Assessment for Linguistically Diverse Students course and are now ready to make a commitment to changes they will make from today forward to be sure they give all students the opportunity to participate in future assessments in their classrooms.</p>

Instructions

1. The facilitator will provide each student with an 8 1/2 by 11 cardstock paper and markers to use for their poster.
2. Reflect and think about the ways in which you think you will change your assessment practices. Make a commitment for what change you will make. Write a phrase or sentence that articulates that commitment.
3. On the 8 1/2 by 11 inch cardstock paper, you will use language or graphics to communicate your commitment. This should be something you can commit to right now in your career.
4. Make sure what you have written will be visible to everyone. You will have 5 minutes to design and construct your commitment poster.
5. The facilitator will shout out each person's name, and they will stand, hold the poster above their heads, and shout out their commitment.



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