Strategically Enhancing ELL Access to the Language Demands of College and Career-Ready Standards

Part 2

June 2014

THE CENTER ON STANDARDS & ASSESSMENT IMPLEMENTATION
WestEd CRESST

DEPTH

3. Lessons and activities are designed in relation to the Standards for Practice

Tool Created to Unpack the Language Practices Found in the CCSS and NGSS

Google ELPD Framework to download this document.

Strategy: Tie Instruction Related to Student Language Access to Use of the Practices

"By explicitly calling attention to these practices, [analyses of the language demands of college and career-ready standards can be used to] **cultivate higher order thinking skills** in ELLs and target their ability to comprehend and communicate about complex text."

(CCSSO, ELPD Framework, 2012, p. 16).

Table 3: Key Practices and Disciplinary Core Ideas ("Domains") of the Mathematics CCSS

This table summarizes key standards for mathematical practice.

Standards for Mathematical Practices[24]	Disciplinary Core Ideas ("Domains")
1. Make sense of problems and persevere in solving them	**K-5** Counting and Cardinality (K only) Operations and Algebraic Thinking Numbers and Operations in Base Ten Numbers and Operations - Fractions (3-5 only) Measurement and Data Geometry
2. Reason abstractly and quantitatively	
3. Construct viable arguments and critique the reasoning of others	
4. Model with mathematics	
5. Use appropriate tools strategically	
6. Attend to precision	
7. Look for and make use of structure	
8. Look for and express regularity in repeated reasoning	**6-8** Ratios and Proportional Relationships Number System Expressions and Equations Functions (8 only) Geometry Statistics and Probability
The ELPD Framework provides us with a strategic choice about creating correspondences between ELP standards and CCR standards: Focus on Standards for Practice	**9-12** Number and Quantity Algebra Functions Modeling Geometry Statistics and Probability

Table 5: Key Practices, Crosscutting Concepts and Disciplinary Core Ideas of the Science NGSS[28]

This table summarizes key science and engineering pactices.

Scientific and Engineering Practices	Disciplinary Core Ideas
1. Asking questions (for science) and defining problems (for engineering) 2. Developing and using models 3 Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations (for science) and designing solutions (for engineering) 7. Engaging in argument from evidence 8. btaining, evaluating, and communicating information	**Physical Sciences** PS 1: Matter and its interactions PS 2: Motion and stability: Forces and interactions PS 3: Energy PS 4: Waves and their applications in technologies for information transfer **Life Sciences** LS 1: From molecules to organisms: Structures and processes LS 2: Ecosystems: Interactions, energy, and dynamics LS 3: Heredity: Inheritance and variation of traits LS 4: Biological Evolution: Unity and diversity **Earth and Space Sciences** ESS 1: Earth's place in the universe ESS 2: Earth's systems ESS 3: Earth and human activity **Engineering, Technology, and the Applications of Science** ETS 1: Engineering design ETS 2: Links among engineering, technology, science, and society
Crosscutting Concepts	
1. Patterns, similarity, and diversity 2. Cause and effect: Mechanism and explanation 3. Scale, proportion, and quantity 4. Systems and system models 5. Energy and matter: Flows, cycles, and conservation 6. Structure and function 7. Stability and change	

Table 1: Key Practices and Disciplinary Core Ideas of the ELA CCSS

This table summarizes key practices in the CCSS for ELA.

Key CCSS ELA "Practices"[9]	Disciplinary Core Ideas from the CCSS
1. Support analyses of a range of grade level complex texts with evidence 2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 3. Construct valid arguments from evidence and critique the reasoning of others 4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts 5. Build upon the ideas of others and articulate their own when working collaboratively 6. Use English structures to communicate context specific messages	<u>Reading</u> • Read complex literature closely and support analyses with evidence • Read complex informational texts closely and support analyses with evidence • Use context to determine the meaning of words and phrases • Engage in the comparison and synthesis of ideas within and/or across texts <u>Writing</u> • Write analytically (e.g., write to inform/explain and to make an argument) in response to sources • Write narratives to develop craft of writing • Develop and strengthen writing through revision and editing • Gather, synthesize, and report on research • Write routinely over various timeframes <u>Speaking and Listening</u> • Participate in purposeful collaborative conversations with partners as well as in small and large groups • Comprehend information presented orally or visually • **Share information in a variety of formats (including those that employ the use of technology)** • **Adapt speech to a variety of contexts and tasks** <u>Language</u> • Use the English language to achieve rhetorical and aesthetic effects and recognize and use language strategically • Determine word meanings and word nuances

Points of convergence among the practices embedded within new college- and career-ready standards in Mathematics, Science, and Social Studies

1 Gather information, formulate questions, and plan inquiries

Mathematics

- **MP1.Make sense of problems and persevere in solving them**
- **MP3. Model with mathematics**

Science

- **SP1. Ask questions and define problems**
- **SP2. Develop and use models**
- **SP3. Plan and carry out investigations.**

Social Studies

- **SSP1. Develop questions and planning inquiries**

2 Apply specific disciplinary concepts, strategies, and tools

Mathematics

- **MP2. Reason abstractly and quantitatively**
- **MP5. Use appropriate tools strategically**
- **MP7. Look for and make use of structure**
- **MP8. Look for and express regularity in repeated reasoning**

Science

- **SP5. Use mathematics and computational thinking**

Social Studies

- **SSP2. Apply disciplinary concepts and tools**

3 Construct, analyze, and critique arguments and claims

Mathematics

- **MP3. Construct viable arguments and critique reasoning of others**

Science

- **SP4. Analyze and interpret data**
- **SP7. Engage in argument from evidence**

Social Studies

- **SSP3. Evaluate sources and use evidence**

4 Communicate findings for specific purposes and audiences

Mathematics

- MP6. Attend to precision

Science

- SP6. Construct explanations and design solutions
- SP8. Obtain, evaluate, and communicate information

Social Studies

- SSP4. Communicate conclusions and taking informed action

Language Access Demands of the Common Core (Bunch, Kibler, & Pimentel, 2013)

- Engage with complex texts to build knowledge across the curriculum
- Use evidence to inform, argue, and analyze
- Work collaboratively, understanding multiple perspectives, and presenting ideas
- Use and develop linguistic resources to do all of the above (e.g., vocabulary, grammatical structures, and coherent and connected discourse)

The New ELP Standards Emphasize Embedded Use Key Functions Found in the Common Core/NGSS

1	**construct meaning from oral presentations and literary and informational text** through grade-appropriate listening, reading, and viewing
2	**participate in grade-appropriate oral and written exchanges** of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	**speak and write about** grade-appropriate **complex literary and informational texts and topics**
4	**construct grade-appropriate oral and written claims and support them** with reasoning and evidence
5	**conduct research and evaluate and communicate findings** to answer questions or solve problems
6	**analyze and critique the arguments of others** orally and in writing
7	**adapt language choices** to purpose, task, and audience when speaking and writing
8	**determine the meaning** of words and phrases in oral presentations and literary and informational text
9	**create clear and coherent** grade-appropriate **speech and text**
10	**make accurate use of standard English** to communicate in grade-appropriate speech and writing

Connect to Rubrics Rating the Quality of the Content Area Lessons: EQuiP Rubrics

EQuIP Rubric for Lessons & Units: Mathematics

Grade: Mathematics Lesson/Unit Title: Overall Rating:

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
The lesson/unit aligns with the letter and spirit of the CCSS: o Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning. o Standards for Mathematical Practice that are central to the lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed. o Presents a balance of mathematical procedures and deeper conceptual understanding inherent in the CCSS.	*The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:* o **Focus:** Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades. o **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions. o **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following: – **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations. – **Conceptual Understanding:** Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and opportunities for students to write and speak about their understanding. – **Procedural Skill and Fluency:** Expects, supports and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	*The lesson/unit is responsive to varied student learning needs:* o Includes clear and sufficient guidance to support teaching and learning of the targeted standards, including, when appropriate, the use of technology and media. o Uses and encourages precise and accurate mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline. o Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit mathematical thinking. o Addresses instructional expectations and is easy to understand and use. o Provides appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. – Supports diverse cultural and linguistic backgrounds, interests and styles. – Provides extra supports for students working below grade level. – Provides extensions for students with high interest or working above grade level. *A unit or longer lesson should:* o Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share). o Gradually remove supports, requiring students to demonstrate their mathematical understanding independently. o Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time. o Expect, support and provide guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.	*The lesson/unit regularly assesses whether students are mastering standards-based content and skills:* o Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS. o Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts. o Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance. *A unit or longer lesson should:* o Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures.
Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0	Rating: 3 2 1 0

ALD Network

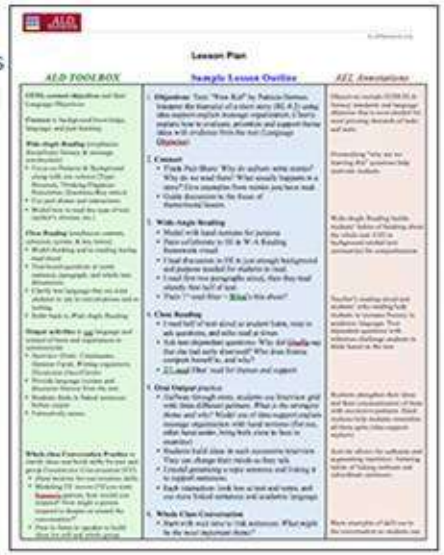
Academic Language Development Network

Home | About Us | Articles | Practices | Academic Language | Resources | Research | Contact

Home / Resources

Exemplar Units, Lesson Plans, and Tools

One of the most important and challenging aspects of teaching academic English learners is weaving academic language development practices into units and their lessons. Some practices can be planned and many need to become habits. This page, still under development, provides short units and lesson plans that show how the practices can fortify language and literacy development of the new standards in a wide range of subjects and grade levels. Each lesson also has annotations that describe how to integrate language and literacy support to fortify overall learning. At the bottom of this page are some of the tools and activities used in the lessons. Lesson contributions are welcomed.



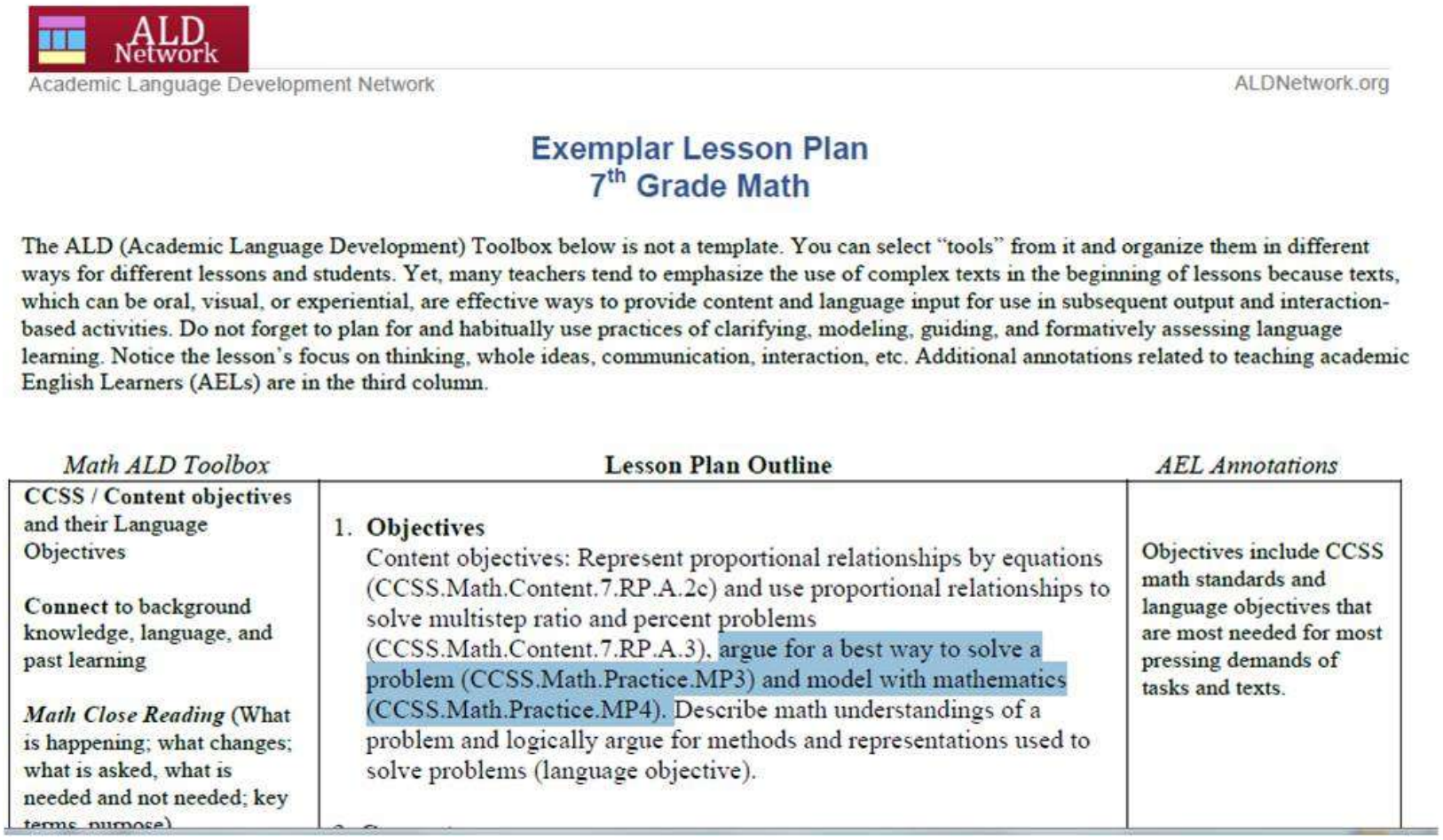
Grades K-3

Kindergarten Language Arts
1st Grade Language Arts
2nd Grade Math
3rd Grade Social Studies

Grades 4-8

http://aldnetwork.org/page/exemplar-units-lesson-plans-and-tools

Academic Language Development Network Lesson Plan Toolkit



ALD Network

Academic Language Development Network ALDNetwork.org

Exemplar Lesson Plan
7th Grade Math

The ALD (Academic Language Development) Toolbox below is not a template. You can select "tools" from it and organize them in different ways for different lessons and students. Yet, many teachers tend to emphasize the use of complex texts in the beginning of lessons because texts, which can be oral, visual, or experiential, are effective ways to provide content and language input for use in subsequent output and interaction-based activities. Do not forget to plan for and habitually use practices of clarifying, modeling, guiding, and formatively assessing language learning. Notice the lesson's focus on thinking, whole ideas, communication, interaction, etc. Additional annotations related to teaching academic English Learners (AELs) are in the third column.

Math ALD Toolbox	**Lesson Plan Outline**	*AEL Annotations*
CCSS / Content objectives and their Language Objectives **Connect** to background knowledge, language, and past learning ***Math Close Reading*** (What is happening; what changes; what is asked, what is needed and not needed; key terms, purpose)	1. **Objectives** Content objectives: Represent proportional relationships by equations (CCSS.Math.Content.7.RP.A.2c) and use proportional relationships to solve multistep ratio and percent problems (CCSS.Math.Content.7.RP.A.3), argue for a best way to solve a problem (CCSS.Math.Practice.MP3) and model with mathematics (CCSS.Math.Practice.MP4). Describe math understandings of a problem and logically argue for methods and representations used to solve problems (language objective).	Objectives include CCSS math standards and language objectives that are most needed for most pressing demands of tasks and texts.

See Zwiers, O'Hara, & Pritchard (in press) *Common Core Standards in diverse classrooms: Essential practices for developing academic language and disciplinary literacy.* Stenhouse Publishers.

INTERACTIVE

4. Lessons and activities which require ELL to interact and collaborate with others

Emphasis on Interaction and Collaboration

- Two-way interactive communication involving negotiation of meaning and developing proficiency in socio-cultural aspects of English
- Successful instructed language learning also requires opportunities for output (Ellis, 2008)

Anita Archer's Graphic Organizers

- Strategies for improving comprehension before, during, and after reading.

http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierISupports/ArcherHandouts.aspx

- Active Participation Instruction,
Modeling and guided practice are used to teach students class participation strategies and behaviors.

http://www.iu17.org/best-practices/best-practices-videos/anita-archer-strategies-engagement-videos/

http://www.scoe.org/pub/htdocs/archer-videos.html

North Carolina DPI ENGLISH LANGUAGE ARTS AND MATH GRAPHIC ORGANIZERS

http://www.ncpublicschools.org/acre/standards/common-core-tools/#gomath

English Language Arts Graphic Organizers

- Argument
- Compare and Contrast
- Dialectic Response
- Inquiry
- Synthesizing
- Vocabulary

Math Graphic Organizers

- Number Lines in the Common Core

ALD Network

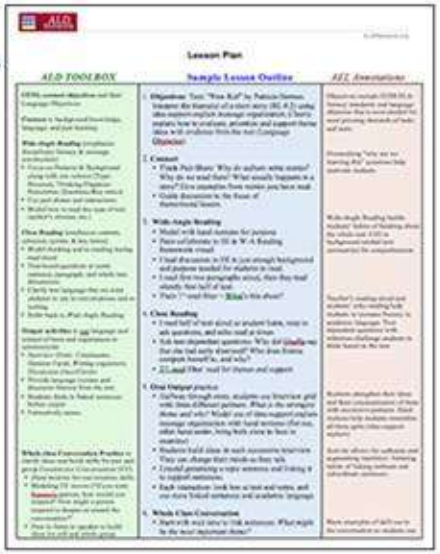
Academic Language Development Network

Home | About Us | Articles | Practices | Academic Language | Resources | Research | Contact

Home / Resources

Exemplar Units, Lesson Plans, and Tools

One of the most important and challenging aspects of teaching academic English learners is weaving academic language development practices into units and their lessons. Some practices can be planned and many need to become habits. This page, still under development, provides short units and lesson plans that show how the practices can fortify language and literacy development of the new standards in a wide range of subjects and grade levels. Each lesson also has annotations that describe how to integrate language and literacy support to fortify overall learning. At the bottom of this page are some of the tools and activities used in the lessons. Lesson contributions are welcomed.


Lesson Plan

ALD TOOLBOX | Sample Lesson Outline | ALL Annotations

Grades K-3

Kindergarten Language Arts
1st Grade Language Arts
2nd Grade Math
3rd Grade Social Studies

Grades 4-8

http://aldnetwork.org/page/exemplar-units-lesson-plans-and-tools

Academic Language Development Network Lesson Plan Toolkit - 7th Grade Math Toolkit

Whole class Discussion to clarify ideas and build skills for pair and group *Constructive Conversations* (CC) • *Hand motions* for conversation skills • Modeling CC moves ("How should you respond to Marcos to deepen or extend the conversation?" • How to listen to speaker to build ideas for self and whole group **Conversation Modeling** • *Fishbowl Conversation* (2 students or a student & teacher) • *Written conversation model* on screen; highlight focal thinking skill(s), language, and CC skill(s) • *"What to say next" cards:* - Ask to elaborate or for an example or reason - If partner doesn't have one, provide your own	• Read aloud and model thinking about what is happening; model re-reading of problem to focus on known quantities and what is needed. • Students read and think individually, at first. They can graph the quantities or draw or… 4. **Exploration** • Model with a student paired collaboration using the Math Paired Conversation Protocol form. We model clarification, estimation (with stem "I estimate that the decision point will be around… because…" and proposing a solution method with justification. I model use of table, graph, and equations. • Have a whole class reflection moment to call out the effective moves in the conversation. Notice how you both justified, built on ideas, asked for clarification, etc. • Students work on the problem and verbalize their understandings and ideas to others. Students explore and experiment with at least two ways to solve the problem and then give reasons. • I listen in for misconceptions and strong responses as we solve the problem as a class. I model for students how to put sentences together to create logical ideas. • Output practice activity - Interview grid: How would you describe to a friend how to solve this problem: *The auto repair shop can order fuel filters from two different companies. Ray's Auto sells filters at $10 a piece plus a flat delivery rate of $15. CarShop sells filters for $12 with a $5 flat delivery rate. What should they do?*	Reading aloud helps to build academic language fluency and models how to re-read with different focuses. Fishbowl model shows students the type of conversations and skills I will observe for—not just right answers. Students need to see many models of good conversations and then talk about what make them work. Focus on linking sentences fosters message organization skills. The output activity offers authentic repetition practice for explaining the how.

Academic Language Development Network Lesson Plan Toolkit - 7th Grade Math Toolkit

What does …. Mean? How does this help us to understand…? Why should we…? ***Math Constructive Conversations*** • *Supported-then-Unsupported CC* with different partners • Clarify purpose, prompt, and language to be used. • *Math Constructive Conversation (CC) Skills Poster:* Review hand motions, visual, and sentence starters of each focal skill • Formative assessment during: observe with CC card: Observe for sample language or ideas to share with whole class (back-n-forth, create-fortify-	• Ask how the methods connect (e.g., how drawings, graphs or tables relate to equations and symbols) • Have pairs discuss which method is the best and why. They should justify their ideas. (Add, "What if the numbers were really large? How accurate is using eyes to find the intersection point?) 5. **Class Discussion** • Lead whole class discussion to synthesize, clarify, and correct ideas about solving the problem, working with them to focus on ways to represent what is happening in the problem, to graph them. • Use the graphs to create equations for the two ratios and then discuss the intersection. • Explain the purpose for their paired conversations: to generate multiple strategies (representations) for solving word problems and to be able to explain them to others.	for solving the problem (CCSS MP1) and compare them. Students "argue" for and against solution methods and approaches Reinforce the need for students to justify and ask for justification during math conversations.

Adapted from Zwiers, O'Hara, & Pritchard (in press) *Common Core Standards in divers classrooms: Essential practices for developing academic language and disciplinary literacy.* Stenhouse Publishers.

EQUITY/ACCESS

5. Lessons and activities provide avenues for broader modes of communication

Broader Communicative Modes to Support and Enhance ELL Potential to Learn

•Even though ELL will produce language that includes features that distinguish them from their native-English-speaking peers, "it is possible [for ELs] to achieve the standards for college-and-career readiness" (NGA Center & CCSSO, 2010b, p. 1).

•ELL have the same potential as native speakers of English to engage in cognitively complex tasks.

•Regardless of ELP level, all ELLs need access to challenging, grade-appropriate curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b).

Broader Interpretation of Communication

Receptive modalities	Listening and reading
Productive modalities	Speaking and writing

Some people **STILL** think of UDL as a technology initiative or just for students with disabilities or intensive support needs.

http://udlcenter.org/

UDL

UDL is framework for proactively designing learning experiences – from the beginning – that address grade level standards in ways that enable all students to gain knowledge, skills, and enthusiasm for learning.

http://udlcenter.org/

Goals

Firm Goals, Flexible Means

- Clearly identified
- Do NOT embed the means unnecessarily
- Allow multiple paths to achievement

http://udlcenter.org/

Principles of UDL

UDL calls for ...

- ✓ ***Multiple means of representation,*** to give learners various ways of acquiring information and knowledge
- ✓ ***Multiple means of expression,*** to provide learners alternatives for demonstrating what they know
- ✓ ***Multiple means of engagement,*** to tap into learners' interests, offer appropriate challenges, and increase motivation.

http://udlcenter.org/

Differentiating Instruction

UNIVERSAL DESIGN FOR LEARNING AND THE COMMON CORE ELA STANDARDS: RIGOROUS READING AND WRITING INSTRUCTION FOR ALL

A PCG Education White Paper

August 2013

By Barbara Flanagan, Cheryl Liebling, and Julie Meltzer

UNIVERSAL DESIGN FOR LEARNING AND THE COMMON CORE ELA STANDARDS

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
Goal: Provide Guided Practice and Support		
• *Clarify vocabulary and symbols* **www.blachan.com/shahi/** An online dictionary that provides definitions with Flickr, Google, and Yahoo images. **www.visualthesaurus.com** Students can create a visual web of related words.	• *Use multiple media for communication* **www.voicethread.com** Web-based application that allows students to share and create multimedia presentations.	• *Heighten salience of goals and objectives* **www.studygs.net/shared/mgmnt.htm** Provides students with tools to manage their time and achieve their goals.
• *Clarify syntax and structure* ***www.sophia.org/paper-writing-transitions-and-topic-sentence-tutorial*** Provides support through a tutorial on transition words/phrases. Instructional Strategy-Analytic Graphic Organizer, Instructional Strategy-Word Sorts. **www.thinkquiry.com** (Thinkquiry Toolkit 1)	• *Use multiple tools for construction and composition* **www.studygs.net/shared/writing/index.htm** Encourages students to improve their skills through taking a self-assessment and completing an independent learning module on writing. **www.paperrater.com/** Students check their grammar and spelling and get alerts for opportunities to improve their writing.	• *Vary demands and resources to optimize challenge* **http:// udleditions.cast.org/index.html** Provides students leveled supports and an online Texthelp Toolbar to provide flexibility when reading digital media.
• *Support text, reading* **www.openlibrary.org/** and **www.**	• *Build fluencies with graduated levels of support for practice and*	• *Foster collaboration and communication*

(Flanagan, Liebling, & Meltzer, 2013)

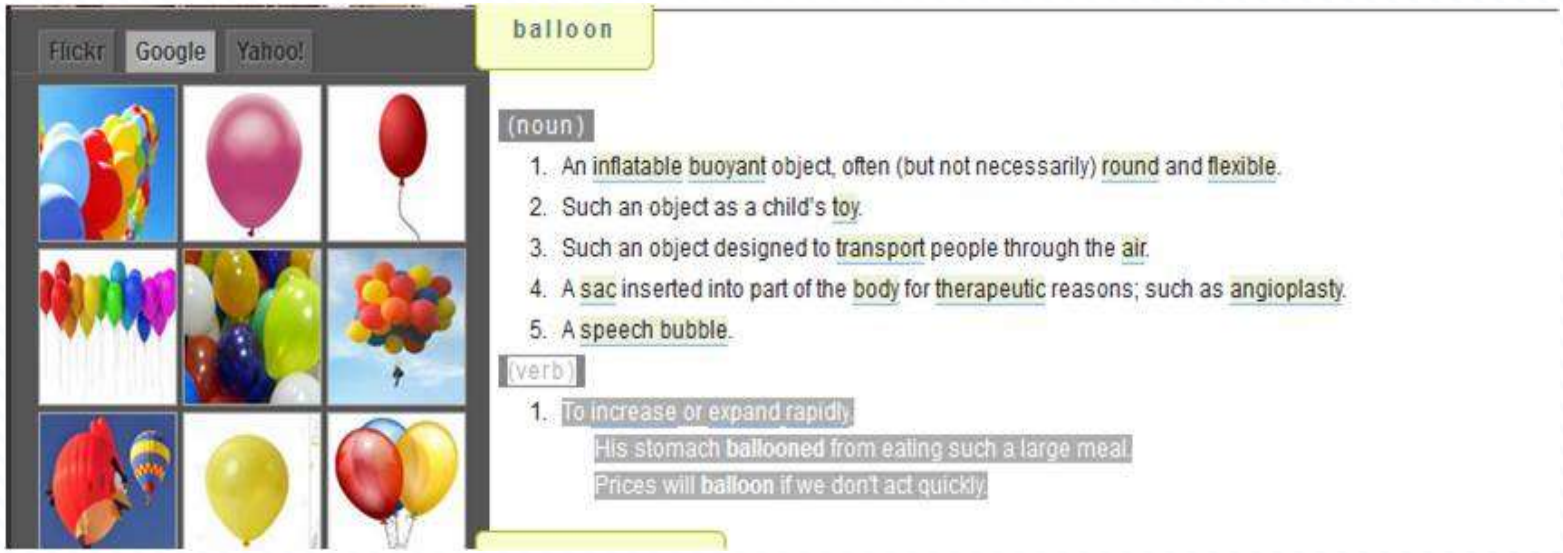
Visual Thesaurus

- **The Visual Thesaurus is an interactive dictionary and thesaurus that allows you to discover the connections between words in a visually captivating display. With a subscription you will also get access to the Spelling Bee, VocabGrabber, and Online Magazine.**

http://www.visualthesaurus.com/trialover/

Shahi

Shahi is a visual dictionary that combines Wiktionary content with Flickr images, and more!

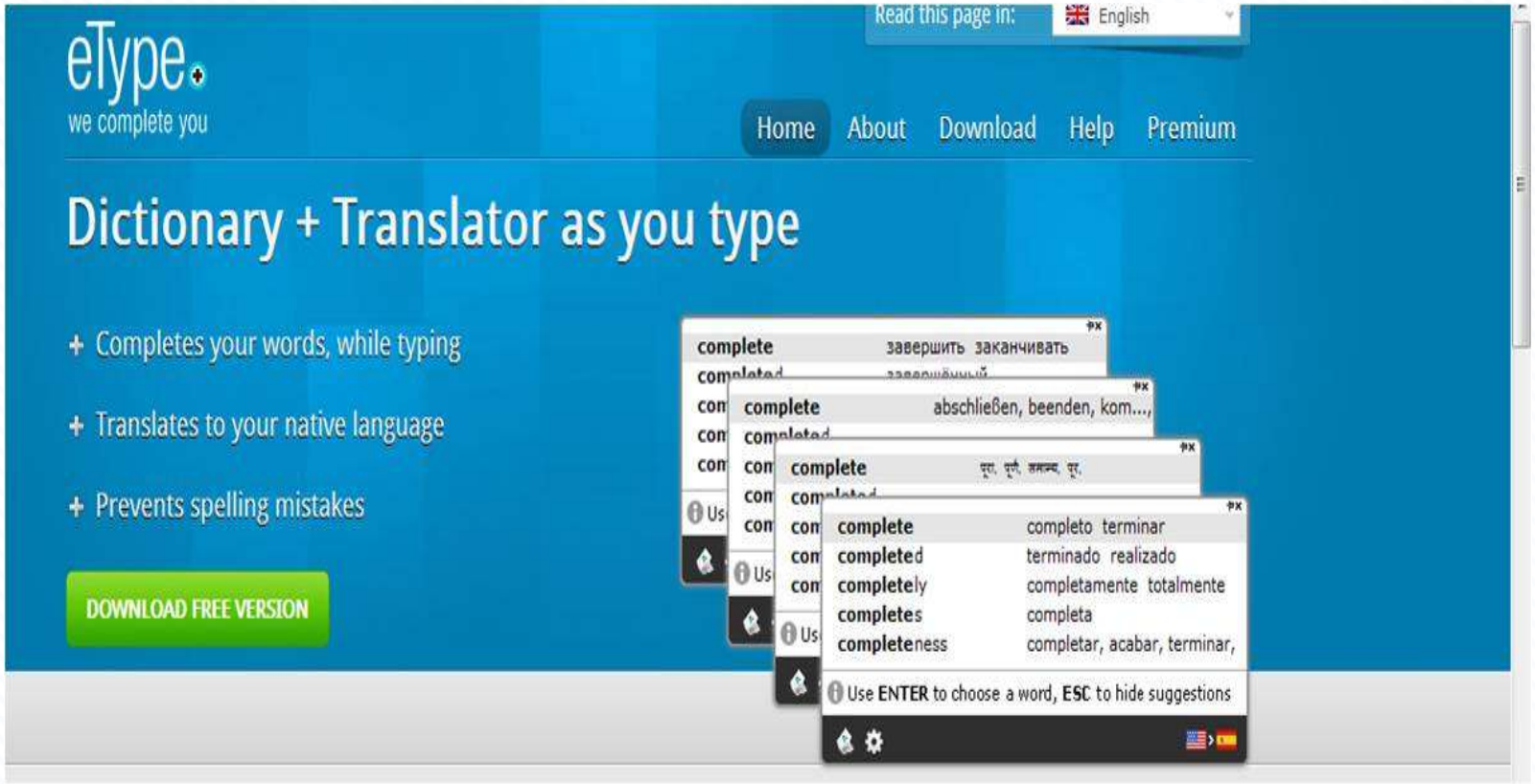


http://www.blachan.com/shahi/

World Digital Library

http://www.wdl.org/en/

Etype



http://www.etype.com/

Paper Rater

http://www.paperrater.com/

Thinkquiry Toolkit

Welcome to the Thinkquiry Toolkit

The Thinkquiry Toolkit is a series of books that addresses the question: "What is needed college, in the workplace, and as citizens?" Our answer: Content Area Literacy.

Templates

Templates used in the *Thinkquiry Toolkits* are available for download in Word and PDF format. To access the templates, please login to your account. If you do not have an account, click here to register.

Example Thinkquiry Toolkit 1 Templates

- Anticipation/Reaction Guide
- Chapter Preview/Tour
- Coding/Comprehension Monitoring
- Concept Map
- Discussion Web
- Five-Step Problem Solving
- Frayer Model
- Give One, Get One, Move On
- Group Summarizing
- Inference Notes Wheel
- Interactive Word Wall Planning
- Jigsaw
- Knowledge Rating Guide

Example Thinkquiry 2 Templates

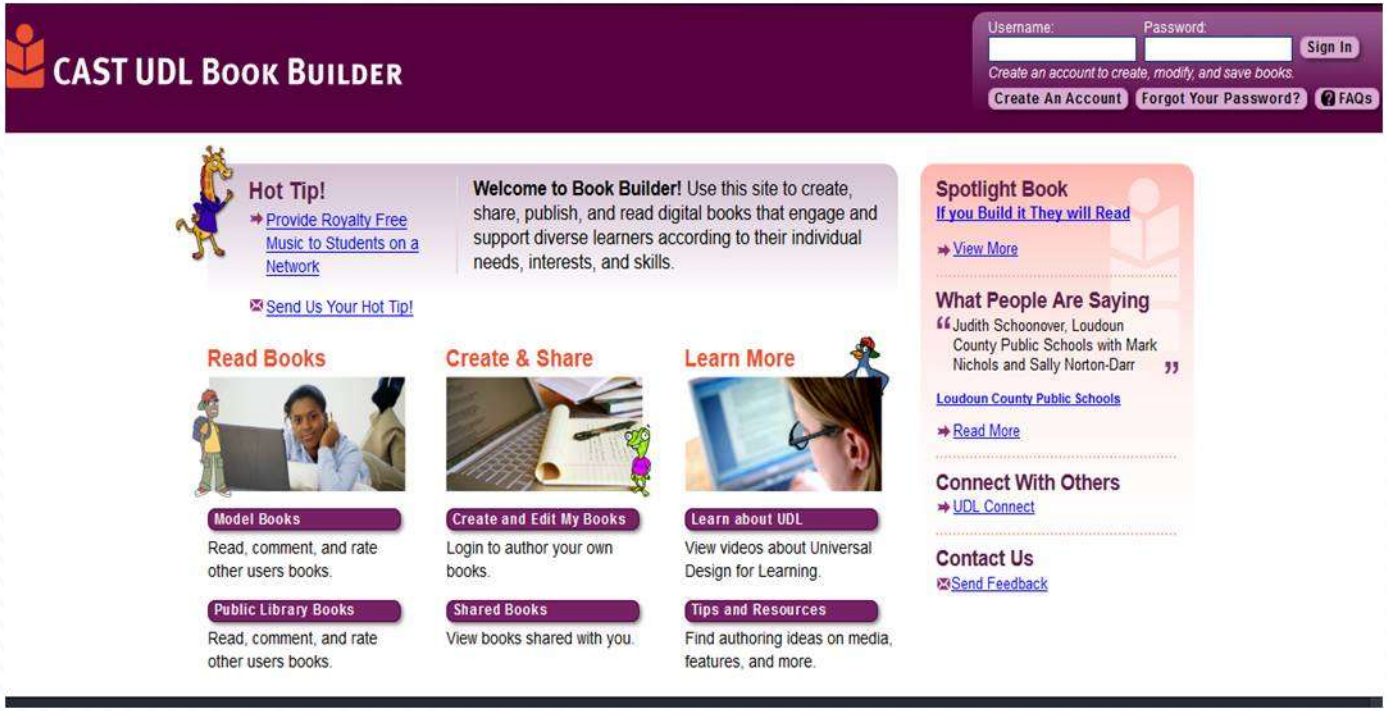
- Data-Based Argument Development Template
- Proposition/Support Outline Template
- Discussion Web Template
- Inference Notes Wheel Template
- Multi-Paragraph Essay Organizer
- Five-Step Problem Solving Template
- Frayer Model Template
- Semantic Feature Analysis Template
- Storyboard Template
- Hot Seat Template
- Five Ws Chart
- Plot Diagram
- Character Map

http://www.thinkquiry.com/

Voki (Speaking Avatars)

http://www.voki.com/

CAST UDL Book Builder



Terry's Tips

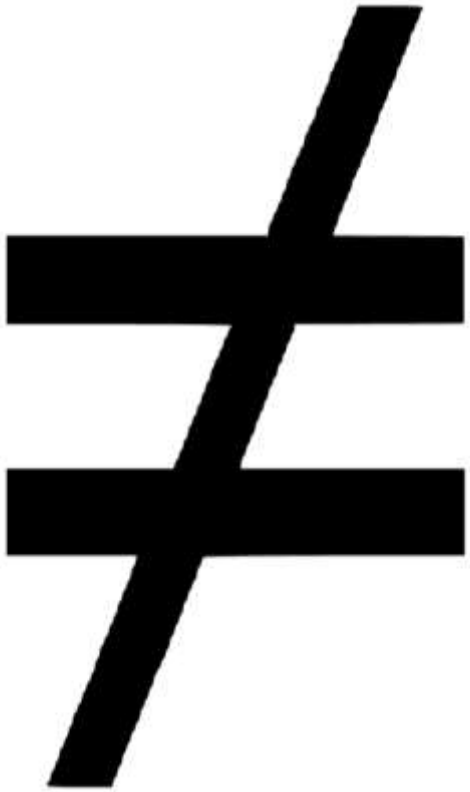
Extension Activity: Next time you go outside, have children look for animals, insects, and plants that they have never seen before. If they see any new things, find out what they are! Even if they only see birds or bugs, there are many different types of birds and insects! A zoo also makes a great trip.

http://bookbuilder.cast.org/

EDUCATIVE ASSESSMENT

6. Lessons and activities include formative assessment

Formative Assessment in NOT…



- A test or instrument
- More frequent use of tests
- A score
- A one-time event
- Something that happens at the end of a period of learning
- Something only teachers do

Margaret Heritage(2013)

Educative Assessment (Wiggins)

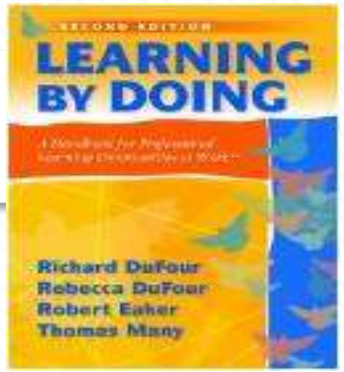
- The use of assessment tasks with real-work implications
- The use of real models of performance
- The use of on-going feedback and guidance from the instructor, including negotiated criteria
- The use of objective, independent assessment criteria
- The use of on-going, recursive opportunities for learners to improve their performances (Wiggins, 1998)

Using Formative Assessment with ELLs

Assessment/Audit Question:
"At what ELP level is the ELL performing?"

Question that uses assessment to inform instruction:
"Based on the targets outlined for the end of each ELP level, what resources and competencies will the ELL need to develop?"

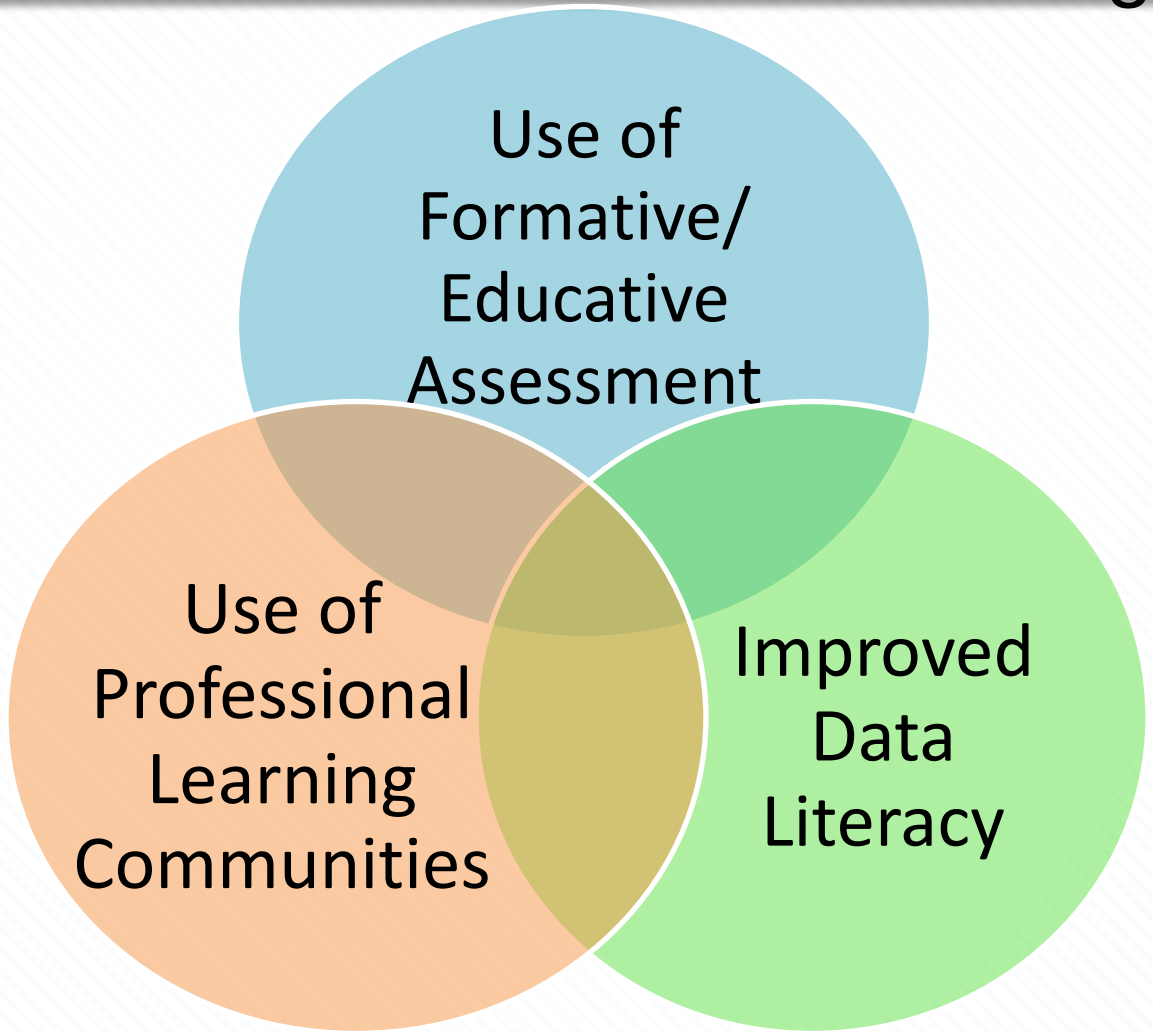
Four questions which serve as a starting point for any PLC:



Dufour and Marzano offer the following:

- What is it we want our students to know?
- How will we know if they are learning?
- How will we respond when individual students do not learn?
- How will we enrich and extend the learning for students who are proficient?

Intersecting Conversations around Improvement of Instructional Design



Features which Strategically Prepare ELL for Increased Language Demands

Lessons/Activities . . .

1. Emphasize use of language in context
2. Connect with central concepts of content
3. Connect with standards for practice
4. Emphasize ELL interaction with other students
5. Provide avenues for broader modes of communication
6. Include educative/formative assessment

Strategically Enhancing ELL Access to the Language Demands of College and Career-Ready Standards

Thank you!

June 2014

THE CENTER ON STANDARDS & ASSESSMENT IMPLEMENTATION
WestEd CRESST