There WILL be a Test!
Assessing English Learners
SAMUEL 1, 2017

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ALSDE ESL State Coach
Agenda

9:00 - 10:15  Session
10:15 - 10:30  Break
10:30 - 11:30  Session
11:30 - 12:30  Lunch
12:30 - 2:00  Session
Locating SAMUEL Resources

- www.alsde.edu
- Hover over Department Offices
- Click Federal Programs under Office of Learning Support
- Click English Language Learners
- Click SAMUEL
- Choose year and then SAMUEL I or SAMUEL II
EL Terms

• EL – English learner, refers to student
• ESL – English as a second language, refers to the program of instruction for ELs

• No longer used:
  • ELL – English Language Learner
  • LEP, FLEP – not Limited English Proficient
Same Does NOT mean Equal!

**Lau v. Nichols**
(US Supreme Court Decision 1974)

Equitable Access to Education

Its all about the program!

**Castañeda vs. Pickard**
(5th Cir. 1981 648 F.2d 989 (US COURT OF APPEALS))

Sound Theory and Research, Implementation, Evaluation

ALL IN Folks!

**Plyler v. Doe**
(U.S. Supreme Court Decision 1982)

Chilling Effect, Registration Process

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**Every Student Succeeds Act of 2015 (ESSA)**
- High academic standards for all students
- Monitor exited ELs for four years ELs language proficiency and academic achievement are more fully integrated into accountability and assessment

**Title VI Civil Rights Act of 1964**
No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
English Language Development Standards

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Academic Language
All administrators and instructional personnel should be knowledgeable about the WIDA Language Proficiency Levels.

- **Entering**
  - 1
  - words and pictures

- **Emerging**
  - 2
  - simple sentences

- **Developing**
  - 3
  - simple paragraph

- **Expanding**
  - 4
  - paragraph

- **Bridging**
  - 5
  - extended paragraph

- **Reaching**
  - 6
  - support
What is it like to be an EL?
EQUAL is not the same as FAIR

**EQUAL** = Everyone gets the same.

**FAIR** = Everyone gets what they need to be successful.
“Assessment should always have more to do with helping students grow than with cataloging their mistakes.”

Carol Tomlinson
# Assessment: Formative vs. Summative

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Focuses on the <em>process</em> of learning</td>
<td>• Focuses on the <em>product</em> of an instructional period or unit</td>
</tr>
<tr>
<td>• May or may not be graded</td>
<td>• Is almost always graded</td>
</tr>
<tr>
<td>• Takes place during the instructional process, so teachers can evaluate and adapt their instruction.</td>
<td>• Can vary (class-wide) or can be standardized (school-wide)</td>
</tr>
<tr>
<td>• Is an <em>ongoing process</em>.</td>
<td>• Takes place at the end of an instructional cycle to measure the outcome of the instructional process.</td>
</tr>
<tr>
<td></td>
<td>• Is usually a “one shot” deal.</td>
</tr>
</tbody>
</table>
What factors influence the Academic Success of English Learners?

Individual Student Variables:
- Age and Gender
- Language/Culture of Interactions
- Educational Experiences
- Exposure to Academic Language in Home and School
- Academic Achievement in Native Language as well as English
- Personality and Learning Styles
- Socioeconomic factors
- Learning Differences

Programmatic Variables
- Time per day of Language Support Services
- Quality and Continuity of Language Support delivered Longitudinally
- Collaboration between the Language Support Program and the General Education Program
- Opportunities for Growth and Support of the Native Language
- Support of Leadership for Linguistically and Culturally Responsive Schooling
ACTIVITY: Funds of Knowledge

• We accumulate knowledge from different “funds” throughout our lifetime.

• Our EL students may not have any knowledge of the English Language, but they have other “funds of knowledge” from which they draw.

• Why is it important to understand the background of my students?

• How do I find out what my students’ families backgrounds are, and what funds of knowledge they have?

• How do I use funds of knowledge in my classroom?
ACTIVITY: Funds of Knowledge

1. Form small groups to review the 10 categories of Funds of Knowledge.

2. Fill in your Funds of Knowledge on the lines provided. Skip the categories that don’t pertain to you or your family. Add a new category based on your culture.

3. Within your small group, share the aspects of your Funds of Knowledge that you feel comfortable discussing.
Create your own “Funds of Knowledge” web map

Shelley Fairbairn and Stephanie Jones-Vo
What steps do I need to take to learn about the students from diverse backgrounds in my school and classroom?

- Perform independent cultural research about your students
- Research or participate in PD regarding culture
- Participate in service learning in diverse settings
- Think about our own cultural identity – we must look at ourselves before we can look at everyone else
Question you might want to ask:

What do you like to do when you are not a school?
What are your favorite games?
Who do you play with at home?
What technologies do you use (smart phone, computer, gaming system)?
What do you do with your technologies
What have you learned from using your technologies?
What music do you like?
What foods do you like?
Assessment AS Learning

“…enabling students to have agency by engaging in the assessment process to further their own learning; practices include student self-reflection, setting personal goals and criteria for success, and interacting with others, such as with peers and family members, to communicate their learning.”
Assessment as learning is an approach that takes time for teachers to nurture and for students to gain their independence.

Gottlieb, p.140
Using Assessment Data in Classroom Practice
Reflecting on Learning

Learning Logs
Interactive Journals
Student Portfolios
Graphic Organizers for:

- expanding student learning
- planning student-led conferences
- students discussing work

Concept Map:

- Sun
- Mercury: moves faster than any planet, is red
- Venus: is covered with thick clouds
- Earth: has liquid water
- Mars: has the tallest volcanoes, has thin, wide rings
- Jupiter: has red, is very cold, is the biggest
- Saturn: has the fastest winds, is blue
- Neptune: is the coldest planet

Students discussing work.
Assessment as learning practices for working independently

- Self-reflecting orally or in writing
- Recounting learning experiences

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Level</td>
<td>Relatively easy for the student to read and manage but 95% word accuracy</td>
</tr>
<tr>
<td>Instructional Level</td>
<td>Challenging but manageable for the reader 90% word recognition</td>
</tr>
<tr>
<td>Frustration Level</td>
<td>Difficult text for the student to read less than 90% word recognition</td>
</tr>
</tbody>
</table>

http://www.readingrockets.org/article/fluency-introduction
Assessment FOR Learning

“In today’s elementary and secondary schools, ALL students are expected to reach grade level college and career readiness standards, while ELLs have the additional charge of meeting language proficiency/development standards (WIDA). Assessment must support the integrated learning to provide meaningful data to make informed decisions.” pg.158
Academic Language in the State Standards:

- is Explicit in the standards.
- is Embedded in, and a focus of the standards.
- is SHARED between English language proficiency and content standards.
- is Extended to include sentence and discourse features.
- is Associated with every school discipline.
- is taught in context within and across lessons.
- is the RESPONSIBILITY of all teachers.
ACTIVITY: The issue of Academic Language...

• How many different ways can you read the following mathematical equation?

  6 X 4 = 24

• With a partner (at your table) see how many ways you can read/say this mathematical expression.

• In this case, what would a student need to answer to display academic (content) proficiency?

• What language would a student need to understand to display language proficiency?
Accommodations vs. Modifications

**Accommodations**
- **Accommodations** can help students learn the same material and meet the same expectations as their classmates.
- **Testing accommodations** should match your instruction.
- **Accommodations are supports.**

**Modifications**
- A **modification** changes what a student is taught or expected to learn.
### Examples of Instructional Accommodations
(These should be on the student’s I-ELP)

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use visuals and provide manipulatives</td>
<td>Choose vocabulary words student can illustrate and understand</td>
</tr>
<tr>
<td>Allow more time for assignments</td>
<td>Highlight and pre-teach vocabulary</td>
</tr>
<tr>
<td>Provide brief, clear instructions and directions (orally and written)</td>
<td>Provide study guides and outlines in advance, at the students’ level of proficiency</td>
</tr>
<tr>
<td>Rephrase questions and directions using simplified language</td>
<td>Provide copies of essential lesson notes</td>
</tr>
<tr>
<td>Encourage participation at all levels—even the word and picture level</td>
<td>Provide highlighted texts and materials</td>
</tr>
<tr>
<td>Encourage peer work and provide English conversation partners</td>
<td>Provide recordings of books and information</td>
</tr>
<tr>
<td>Read to the student</td>
<td>Provide reduced or simplified texts for content area instruction</td>
</tr>
<tr>
<td>Help student build a picture card file of vocabulary words</td>
<td>Reduce or restructure word problems in mathematics</td>
</tr>
<tr>
<td>Reduce key vocabulary and simplify definitions</td>
<td>Substitute hands-on activities and projects for written assignments</td>
</tr>
<tr>
<td>Language Arts:</td>
<td>Math:</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Sequenced Pictures</td>
<td>Blocks, Cubes</td>
</tr>
<tr>
<td>Illustrated Sentence Strips</td>
<td>Clocks, Sundials, and other Timekeepers</td>
</tr>
<tr>
<td>Word/Phrase/Sentence learning walls</td>
<td>Counters-coins, abacus</td>
</tr>
<tr>
<td>Graphic Organizers</td>
<td>Data Graphs</td>
</tr>
<tr>
<td>Interactive Apps</td>
<td>Geometric Figures</td>
</tr>
<tr>
<td>Student-generated Anchor Charts</td>
<td>Number Lines</td>
</tr>
<tr>
<td>Audio-Supported texts</td>
<td>Geoboards</td>
</tr>
<tr>
<td>Technology-Podcasts, Videos, Streaming</td>
<td>Measurement Tools</td>
</tr>
<tr>
<td>Use of Home Language supports when applicable</td>
<td>Compasses -?</td>
</tr>
</tbody>
</table>

* PUT a PICTURE ON IT!

<table>
<thead>
<tr>
<th>Social Studies:</th>
<th>Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps</td>
<td>Instruments-thermometers, scales, telescopes</td>
</tr>
<tr>
<td>Globes</td>
<td>Physical Models-atom, human body</td>
</tr>
<tr>
<td>Arial and Satellite Photographs</td>
<td>Natural Materials-animals, plants, minerals</td>
</tr>
<tr>
<td>Timelines</td>
<td>Actual Substances-water, salt, elements</td>
</tr>
<tr>
<td>Atlases</td>
<td>Illustrations and Graphics-Cycles and Processes</td>
</tr>
<tr>
<td>Compasses -?</td>
<td>Videos (Student Created)</td>
</tr>
<tr>
<td>Multicultural Artifacts</td>
<td>Multimedia Audio and Visuals</td>
</tr>
<tr>
<td>Global Positioning System</td>
<td>Physical Activities</td>
</tr>
<tr>
<td>Current Event Video Clips, Magazines and News</td>
<td></td>
</tr>
</tbody>
</table>
When planning for group activities, groups require structuring that is heterogeneous in nature-each group requires a student who can model appropriate English-speaking skills in order to support English learners in speaking and writing during the sharing and production process.

**Interactive Supports**
- pairs, or partners
- triads, or small groups
- whole group
- using cooperative group structures
- in the native language
- with mentors
Designing Classroom Assessments for English Learners

- Identify CCRS, NGSS, or SS Standards
- Base all assessments on classroom activities as stated in lesson objectives
- Adapt assessment to match EL’s WIDA English Language Proficiency Level

- Choose appropriate accommodations from the student language plan
- Provide instruction utilizing appropriate academic language
- Support instruction with visuals

Ensure grading procedures are:
- Relevant
- Culturally Sensitive
- Available before assessments are administered
- Following federal and state guidance

Assessment instruments must draw on and match specific proficiency levels when measuring learning
Kahoot!
ACCESS for ELLs 2.0
Score Report

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXX000000000000 | State ID: XXXX000000000000
School: sample school
District: sample district
State: sample state

Individual Student Report 2016
This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level</th>
<th>Scale Score</th>
<th>Confidence Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>4</td>
<td>40</td>
<td>32</td>
</tr>
<tr>
<td>Speaking</td>
<td>2</td>
<td>2.2</td>
<td>1.5</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
<td>3.4</td>
<td>2.6</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
<td>3.5</td>
<td>2.4</td>
</tr>
<tr>
<td>Oral Language</td>
<td>3</td>
<td>3.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Literacy</td>
<td>3</td>
<td>3.5</td>
<td>2.5</td>
</tr>
<tr>
<td>Comprehension</td>
<td>3</td>
<td>3.7</td>
<td>2.7</td>
</tr>
<tr>
<td>Overall*</td>
<td>2</td>
<td>3.4</td>
<td>2.4</td>
</tr>
</tbody>
</table>

*Overall score is calculated only when all four domains have been assessed. Not available.

Domain | Proficiency Level | Students at this level generally can...
|-------|-------------------|--------------------------------------------------|
| Listening | 4 | understand oral language in English related to specific topics in school and can participate in class discussions, for example:  
- Exchange information and ideas with others  
- Connect people and events based on oral information  
- Identify positions or points of view on issues in oral discussions
| Speaking | 2 | communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:  
- Share about what, when, or where something happened  
- Compare objects, people, pictures, events  
- Express opinions
| Reading | 3 | understand written language related to common topics in school and can participate in class discussions, for example:  
- Classify main ideas and examples in written information  
- Identify main information that talks who, what, when or where something happened  
- Recognize language related to claims and supporting evidence
| Writing | 3 | communicate in writing in English using language related to common topics in school, for example:  
- Describe familiar stories and events  
- Create stories or short narratives  
- Give opinions with reasons in a few short sentences

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/scorereport
### Four Domains of Language

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>4.0</td>
</tr>
<tr>
<td>Speaking</td>
<td>2.2</td>
</tr>
<tr>
<td>Reading</td>
<td>3.4</td>
</tr>
<tr>
<td>Writing</td>
<td>3.5</td>
</tr>
<tr>
<td>Oral Language</td>
<td>3.2</td>
</tr>
<tr>
<td>50% Listening + 50% Speaking</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>3.5</td>
</tr>
<tr>
<td>50% Reading + 50% Writing</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>3.7</td>
</tr>
<tr>
<td>70% Reading + 30% Listening</td>
<td></td>
</tr>
<tr>
<td>Overall*</td>
<td>3.4</td>
</tr>
<tr>
<td>35% Reading + 35% Writing + 15% Listening + 15% Speaking</td>
<td></td>
</tr>
</tbody>
</table>
At each proficiency level students can...

<table>
<thead>
<tr>
<th>Domain</th>
<th>Proficiency Level</th>
<th>Students at this level generally can...</th>
</tr>
</thead>
</table>
| Listening| 4                 | understand oral language in English related to specific topics in school and can participate in class discussions, for example:  
  - Exchange information and ideas with others  
  - Connect people and events based on oral information |
|          |                   | apply key information about processes or concepts presented orally  
  - Identify positions or points of view on issues in oral discussions |
| Speaking | 2                 | communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:  
  - Share about what, when, or where something happened  
  - Compare objects, people, pictures, events |
|          |                   | describe steps in cycles or processes  
  - Express opinions |
| Reading  | 3                 | understand written language related to common topics in school and can participate in class discussions, for example:  
  - Classify main ideas and examples in written information  
  - Identify main information that tells who, what, when or where something happened |
|          |                   | identify steps in written processes and procedures  
  - Recognize language related to claims and supporting evidence |
| Writing  | 3                 | communicate in writing in English using language related to common topics in school, for example:  
  - Describe familiar issues and events  
  - Create stories or short narratives |
|          |                   | describe processes and procedures with some details  
  - Give opinions with reasons in a few short sentences |
WIDA Can-Do Descriptors-Key Uses Edition

Help Educators:

• Interpret results from WIDA English Language proficiency assessments (ACCESS for ELLs 2.0, WIDA Model, WIDA W-APT, and WIDA Screener Online

• Differentiate curriculum, instruction and assessments designed in English based on language learners’ levels of English language proficiency

• Collaborate and engage in instructional conversations about the academic success of language learners in English environments

• Advocate for equitable access to content for language learners based in their level of language proficiency
WIDA Can-Do Descriptors – Key Uses Edition

- **Recount**: To display knowledge or narrate experiences or events.

- **Explain**: To clarify the “why” or the “how” of ideas, actions, or phenomena.

- **Argue**: To persuade by making claims supported by evidence.

- **Discuss**: To interact with others to build meaning and share knowledge.
Can-Do Name Charts are a great tool to use.

ELs will often demonstrate a different level of proficiency in each domain.

<table>
<thead>
<tr>
<th>Sample</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
<th>Level 6 Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Point, identify, One-step directions</td>
<td>Categorize, Arrage, Draw</td>
<td>Melissa, Jonathan, Juan</td>
<td>Jazmin, Cesar, Fatima</td>
<td>David, Anna</td>
<td>Carlos, Margarita, Stephanie, Jorge, Tomas, Adrian</td>
</tr>
<tr>
<td></td>
<td>Recite, yes/no, name, basic needs</td>
<td>Simple questions, restate, simple descriptions</td>
<td>Jazmin, Jonathan, Juan</td>
<td>Anna, Cesar, Tomas</td>
<td>Margarita, Jorge, Melissa</td>
<td>Carlos, Stephanie, Marcos, Adrian</td>
</tr>
<tr>
<td></td>
<td>Match, cognates, sound/symbol/word relations</td>
<td>Identify facts/characters, follow directions supported directions</td>
<td>David</td>
<td>Melissa</td>
<td>Carlos, Margarita, Stephanie, Anna, Cesar, Tomas, Marcos, Fatima</td>
<td>Jorge, Adrian</td>
</tr>
<tr>
<td></td>
<td>Label, draw, copy, single word answer</td>
<td>Lists from labels, make sentences using word bank. Fill in graphic organizer</td>
<td>Carlos, Margarita, Stephanie, Melissa, David, Tomas</td>
<td>Jorge, Anna, Cesar, Marcos, Fatima</td>
<td>Grade-level stories or reports, extended responses of original text</td>
<td></td>
</tr>
</tbody>
</table>
## Example Topics and Genres: Content Related to WIDA’s English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

<table>
<thead>
<tr>
<th>Grade Cluster</th>
<th>Example Topics</th>
<th>Example Genres</th>
<th>Example Topics</th>
<th>Example Topics</th>
<th>Example Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td><em>Assignments</em></td>
<td><em>Biographies &amp; autobiographies</em></td>
<td><em>Angles</em></td>
<td><em>Body systems</em></td>
<td><strong>Ancient civilizations</strong></td>
</tr>
<tr>
<td></td>
<td><em>Classroom supplies/Resources</em></td>
<td><em>Fables</em></td>
<td><em>Area</em></td>
<td><em>Cells &amp; organisms</em></td>
<td><strong>Branches of government</strong></td>
</tr>
<tr>
<td></td>
<td><em>Following directions</em></td>
<td><em>Fairy tales</em></td>
<td><em>Attributes of two- and threedimensional shapes</em></td>
<td><em>Earth history/Materials</em></td>
<td><strong>Colonization</strong></td>
</tr>
<tr>
<td></td>
<td><em>Health &amp; safety</em></td>
<td><em>Fantasies</em></td>
<td><em>Basic operations (multiplication &amp; division)</em></td>
<td><em>Ecology &amp; conservation</em></td>
<td><strong>Communities</strong></td>
</tr>
<tr>
<td></td>
<td><em>Information gathering</em></td>
<td><em>Folklore</em></td>
<td><em>Cost/Money</em></td>
<td><em>Ecosystems</em></td>
<td><strong>Cross-cultural experiences</strong></td>
</tr>
<tr>
<td></td>
<td><em>Leisure activities</em></td>
<td><em>Informational texts</em></td>
<td><em>Data analysis</em></td>
<td><em>Electricity</em></td>
<td><strong>Explorers</strong></td>
</tr>
<tr>
<td></td>
<td><em>Opinions</em></td>
<td><em>Legends</em></td>
<td><em>Decimals</em></td>
<td><em>Energy sources</em></td>
<td><strong>Goods &amp; services</strong></td>
</tr>
<tr>
<td></td>
<td><em>Personal experiences</em></td>
<td><em>Mysteries</em></td>
<td><em>Descriptive statistics</em></td>
<td><em>Foods &amp; nutrition</em></td>
<td><strong>Historical events, figures &amp; leaders</strong></td>
</tr>
<tr>
<td></td>
<td><em>Personal information</em></td>
<td><em>Myths</em></td>
<td><em>Fractions</em></td>
<td><em>Forces of nature</em></td>
<td><strong>Immigration/Migration</strong></td>
</tr>
<tr>
<td></td>
<td><em>Rules &amp; procedures</em></td>
<td><em>Narratives</em></td>
<td><em>Large whole numbers</em></td>
<td><em>Fossils</em></td>
<td><strong>Legends &amp; scales</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Prose</em></td>
<td><em>Metric system</em></td>
<td><em>Geological forms</em></td>
<td><strong>Maps &amp; globes/Locations</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Science fiction</em></td>
<td><em>Patterns &amp; relationships</em></td>
<td><em>Heat</em></td>
<td><strong>Needs of groups, societies &amp; cultures</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Tall tales</em></td>
<td><em>Percent</em></td>
<td><em>Living systems</em></td>
<td><strong>Neighbors North &amp; South</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Perimeter</em></td>
<td><em>Magnetism</em></td>
<td><strong>Prehistoric animals</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Place value</em></td>
<td><em>Natural resources</em></td>
<td><strong>Resources &amp; products</strong></td>
</tr>
<tr>
<td></td>
<td></td>
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<td><em>Polygons</em></td>
<td><em>Nature</em></td>
<td><strong>Times long ago</strong></td>
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<td><em>Scale</em></td>
<td><em>Reproduction &amp; heredity</em></td>
<td><strong>Tools &amp; artifacts</strong></td>
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<td><em>Sets</em></td>
<td><em>Scientific inquiry</em></td>
<td><strong>Topography: rivers, coasts, mountains, deserts, plains</strong></td>
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<td><em>Simple machines</em></td>
<td><strong>Trade routes</strong></td>
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<td><em>Solar system</em></td>
<td><strong>U.S. documents</strong></td>
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<td><em>States of matter</em></td>
<td><strong>U.S. regions</strong></td>
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<td><em>Weather patterns</em></td>
<td></td>
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</tbody>
</table>
Grade Cluster 3-5

<table>
<thead>
<tr>
<th>Example Topics</th>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
<th>Level 5 Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>States of matter</td>
<td>Identify examples of states of matter from oral statements with visual support</td>
<td>Distinguish among examples of states of matter from oral statements and visual support</td>
<td>Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)</td>
<td>Hypothesize change in states of matter based on oral descriptions and visual support (e.g., “I take ice cubes out of the freezer. I put them in the sun. What will happen?”)</td>
<td>Determine relationships between states of matter from oral discourse</td>
</tr>
<tr>
<td>Body or living systems</td>
<td>Answer questions that name basic parts of systems depicted visually and modeled (e.g., “Your arm is a bone. What is another bone?”)</td>
<td>Classify or give examples of parts of systems depicted visually (e.g., “Heart and blood go together.”)</td>
<td>Describe functions of systems or their parts using visual support</td>
<td>Discuss importance or usefulness of systems or their parts using visual support</td>
<td>Imagine how change affects systems or their parts (e.g., “How might breaking an arm change your daily life?”)</td>
</tr>
<tr>
<td>Earth materials</td>
<td>Match labeled pictures representing earth materials with vocabulary (e.g., “Which one is a rock?”)</td>
<td>Sort descriptive phrases according to pictures of earth materials</td>
<td>Differentiate among earth materials using charts, tables or graphic organizers</td>
<td>Interpret information on earth materials from charts, tables or graphic organizers</td>
<td>Apply information on earth materials to new contexts using grade-level text</td>
</tr>
<tr>
<td>Solar system</td>
<td>Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., “planets,” “stars”)</td>
<td>Describe features of astronomical objects from labeled diagrams</td>
<td>Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)</td>
<td>Discuss relationships between astronomical objects from diagrams or graphs</td>
<td>Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)</td>
</tr>
</tbody>
</table>
Comprehend

Broad range of academic vocabulary in a variety of sentences of varying language complexity in extended

Produce

Cohesive, organized, and fluent language that includes multiple registers and genres, varied sentence structures related to content-area topics, purpose, and audience, along with precise vocabulary

EL student can give explanation for places/locations on maps or globes (e.g., “I know this city is the capital because there is a star.”)

Gottlieb p.49
EL student can hypothesize change in states of matter based on oral descriptions and visual support (e.g., “I take ice cubes out of the freezer. I put them in the sun. What will happen?”)
Produce Language that includes a sense of register and genre with some sentence variety and length, along with specialized academic vocabulary related to content.

Comprehend General academic and some specialized vocabulary related to the content areas presented in a variety of expanded sentences within discourses that rely on visual, graphic, and interactive supports.

EL student can describe functions of systems or their parts using visual support.
Language Proficiency Level 2

Comprehend

General academic language related to the content areas presented in simple and compound sentences within discourses that rely on visual, graphic, and interactive supports.

Produce

Words and expressions presented in short, often repetitive sentences that relay a generalized meaning of the communication within a genre.

EL student can make a list of real-world examples of three-dimensional shapes from labeled models.

Gottlieb p.49
Language Proficiency Level 1

Comprehend
Some phrases and short, simple sentences that rely on visual, graphic, and interactive supports

Produce
Pictorial and graphic representation of language with sporadic words, phrases, and memorized chunks of language

EL student can copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., “planets,” “stars’)

Gottlieb p.49
Plus: capabilities advantage identity thrilling

Glossary

acceleration (ak-sel-uh-RAY-shuhn)—the change in speed of a moving body
balance (BAL-uhnss)—a state when forces are equal
centrifugal force (sen-TRIP-uh-tuhl FORS)—the force that pulls an object turning in a circle inward toward the center
friction (FRIK-shuhn)—a force created when two objects rub together; friction slows down objects.
gravity (GRAV-uh-tee)—a force that pulls objects with mass together; gravity increases as the mass of objects increases or objects get closer; gravity pulls objects down toward the center of earth.
inertia (in-UR-shuh)—an object’s state in which the object stays at rest or keeps moving in the same direction until a greater force acts on the object
mass (MASS)—the amount of material in an object
orbit (OR-bit)—the path an object follows while circling another object in space
resistance (ri-ZISS-tuh-nss)—a force that opposes or slows the motion of an object; friction is a form of resistance.
speed (SPEED)—how fast something moves; speed is a measure of the time it takes something to cover a certain distance.
weight (WATE)—a measurement of how heavy something is
### Table of Contents

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**MOTION IS A WEIGHTY ISSUE**
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**Academic Language and Multiple Meaning Words:**

**Table**

In **Language Arts**: A Table of Contents - chapter or section titles or brief descriptions with their page numbers

**Social settings**: a piece of furniture with a flat top and legs

In **Social Studies**: the participants in the peace process had to postpone, or table, their discussion

In **Science**: Discussing the weather and the water table, completing a table of information - rows and columns of data - about an activity

In **Math**: multiplication tables
Your turn!

Using:
- all of your information
- the WIDA Key Uses name charts
- provided text
- the test question

Accommodate your test question for all five proficiency levels, produce an anchor chart demonstrating the supports provided, the materials, and the accommodations you made to share with your colleagues.
Assessment OF Learning

Is…
- External to the day-to-day functioning of the classroom
- Generally imposed upon teachers rather than created by them
- Generally contribute either to local or state accountability
- Tied to academic status of schools and districts
- Often public in nature
- One means of defining administrator equity
Without Validity there is NO Equity

- **Testing** – systematic procedure of collecting a sample of student behavior at one point in time and is generally quite narrow in coverage
- **Assessment** – comprehensive process of planning, collecting, analyzing, interpreting, reporting, and using information overtime
- **Evaluation** – broadest in scope and involves a process of gathering and analyzing an array of evidence matched to a set of goals to judge the worth of services, programs, or interventions in order to make informed decisions about their effectiveness
Grading and Retention Guidelines for EL Students

Grading
Grading of ELs should be based on students’ level of English proficiency. The teacher ensures this through the continual use of accommodations and assessments according to the students’ I-ELP. Appropriate instruction and differentiation must be adjusted according to language proficiency level in order to appropriately accommodate the student. Documentation of these components (lesson plans, work samples, and ongoing assessments) should be maintained by the classroom teacher.
Grading and Retention Guidelines for EL Students

Retention of ELs shall not be based solely upon level of English language proficiency. Prior to considering retention of an EL, the following points should be addressed by the EL Committee.
Consider
1. Student’s level of English language proficiency
2. Individual English Language Plan (I-ELP) implemented to document accommodations
3. Ensure meaningful participation-classroom accommodations made in:
   • Teacher instruction at student’s level of English proficiency?
   • Activities and assignments
   • Homework
   • Formal and informal assessments
   • English language development instruction provided
4. Alternate grading strategy
5. Classroom teacher is adequately trained
6. Reports cards indicate grading with I-ELPs
Appropriate Assessment Procedures

Language Skills According to Proficiency Level

Essential Learning Based on Content Standards and Curricula

All Students

Relevant Student Factors – cultural background and norms, assessment experience
Resources

Assessing English Language Learners: Bridges to Educational Equity by Margo Gottlieb

Assessing English Learners in the Content Area by Florin M. Mihai

Differentiating Instruction and Assessment for English Language Learners by Shelley Fairbairn and Stephany Jones-Vo

English Learner Tool Kit (OELA)
http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html

ESL Teaching: Principles for Success by Yvonne S. Freeman, David E. Freeman, Mary Soto, and Ann Ebe
Resources

• Assessing English Learners in the Content Area by Florin M. Miha
• Differentiating Instruction and Assessment for English Language Learners by Shelley Fairbairn and Stephany Jones-Vo
• ESL Teaching: Principles for Success by Yvonne S. Freeman, David E. Freeman, Mary Soto, and Ann Ebe
• Assessing English Language Learners: Bridges to Educational Equity by Margo Gottlieb
• English Learner Tool Kit (OELA) http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html
QUICK FACTS

TERMS TO KNOW:

ACCESS for ELLs 2.0: Assessment in four domains – reading, writing, speaking, listening; Online and Paper/Pencil
ACT Aspire: Mass learner progress from grades 3 through 12 on a vertical scale; anchored to the scoring system of the ACT
AMDS: Annual Meaningful Differentiation; new name for future accountability determinations
EL: English Learner
ELD: English Language Development
ELP: English Language Proficiency
ESL: English as a Second Language
FEL: Former EL Student
LEP: Limited English Proficient
NELB: Non-English Language Background
NOMPR: Native Origin Minority Primary
Home Language Other than English
SLIFE: Student with Limited or Interrupted Formal Education
W-API: WIDA – ACCESS Placement Test
WIDA: Consortium advancing academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

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Susan Penston
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Roba Stutts
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Kris Whalley
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ESL RESOURCES
Alabama EL Policy & Procedures Manual
http://aels.state.al.us/ell/policy-manual/
Core Program
http://aels.state.al.us/ell/policy-manual/#core
Enrollment Policy
http://aels.state.al.us/ell/policy-manual/#enrollment
Graduation Policy
http://aels.state.al.us/ell/policy-manual/#graduation
Sheltered Instruction
http://aels.state.al.us/ell/policy-manual/#sheltered
SANS/EL Technical Assistance Meetings
TRANSACTION (documents translated into multiple languages)
www.transaction.com
WIDA Can Do Descriptors
https://www.wida.us/standards/CAN_DOs/
WIDA STANDARDS
www.wida.us

ESL Codes

EL-1 Active EL Student – First Year in a U.S. school – TAKES ACCESS for ELLs 2.0
EL-2 Active EL Student – Year 2 or more in U.S. school – TAKES ACCESS for ELLs 2.0
FEL-1 Monitor Year 1 – DOES NOT TAKE ACCESS
FEL-2 Monitor Year 2 – DOES NOT TAKE ACCESS
FEL-3 Monitor Year 3 – DOES NOT TAKE ACCESS
FEL-4 Monitor Year 4 – DOES NOT TAKE ACCESS
FEL Former EL Student (previously FELP)