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

ROBIN STUTTS
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

Go to alsde.edu
Hover over Department Offices
Click Federal Programs under Office of Learning Support
Click English Language Learners
Click SAMUEL
Choose academic 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** – 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

---

**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.

---

Law and Court Cases
WiDA™ English Language Development Standards

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

Academic Language
WiDA™ Language Proficiency Levels

1. Entering: words and pictures
2. Emerging: simple sentences
3. Developing: simple paragraph
4. Expanding: paragraph
5. Bridging: extended passages
6. Reaching: support
What is it like to be an EL?
Assessment

evaluating
comparing
producing
organising
experimenting
developing-a-hypothesis
designing
planning
refining
making
reviewing
mixing-and-remixing

critiquing
judging
testing
EQUAL is not the same as FAIR

EQUAL = Everyone gets the same.

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

Carol Tomlinson
Your poll will show here

1. Install the app from pollev.com/app
2. Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
### Assessment: Formative vs. Summative

<table>
<thead>
<tr>
<th><strong>FORMATIVE</strong></th>
<th><strong>SUMMATIVE</strong></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?

<table>
<thead>
<tr>
<th>Individual Student Variables:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Age and Gender</td>
</tr>
<tr>
<td>• Language/Culture</td>
</tr>
<tr>
<td>• Educational Experiences</td>
</tr>
<tr>
<td>• Academic Language exposure</td>
</tr>
<tr>
<td>• Academic Achievement in Native Language as well as English</td>
</tr>
<tr>
<td>• Socioeconomic factors</td>
</tr>
<tr>
<td>• Learning Differences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programmatic Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Time per day of Language Support Services</td>
</tr>
<tr>
<td>• Quality and Continuity of Language Support</td>
</tr>
<tr>
<td>• Collaboration between the Language Support Program and the General Education Program</td>
</tr>
<tr>
<td>• Support of the Native Language</td>
</tr>
<tr>
<td>• Support of Leadership for Linguistically and Culturally Responsive Schooling</td>
</tr>
</tbody>
</table>
Linguistically & Culturally Responsive School

Player vs Player
1:1 Devices

Team vs Team
Shared Devices

Classic

Team mode
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.

(Gottlieb, 241)
Developing habits of Inquiry

Increasing Learner Autonomy

Advancing Intrinsic Motivation

Honoring students’ intellectual and life experiences

Assessment as learning is an approach that takes time for teachers to nurture and for students to gain their independence.
Using Assessment Data in Classroom Practice
Reflecting on Learning
1. Expanding student learning
2. Planning student-led conferences
3. Students discussing work

[Image of concept map with solar system and planet information: Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto. Notations include: has the fastest winds, has liquid water, has the largest volcanoes, is red, is covered with thick clouds, has thin wide rings, is very cold, is very hot, is the biggest.]

[Image of students engaged in planning and discussion.]
Revolve around Feedback from Peers or Mentors

- Engage in peer assessment
- Act on peer feedback partners
- Collaborate with partners or in small groups
Working Independently

Self-Assessment Checklist

Self-reflect Orally or in Writing

Recount Learning Experiences
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.”
Academic Language in the CCRS Standards:

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

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

when $X = 6$ and $y = 5$

$$x + 4 - y = ?$$

• 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?
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
<table>
<thead>
<tr>
<th>Language Arts:</th>
<th>Math:</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td></td>
<td>Calculators</td>
</tr>
<tr>
<td></td>
<td>Protractors</td>
</tr>
<tr>
<td></td>
<td>Scales and Balances</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>
Grouping
- Should be heterogeneous
- include a student who can model appropriate English-speaking skills

**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 using 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
### ACCESS for ELLs 2.0 Score Report

**Sample Student**
- **Birth Date**: mm/dd/yyyy
- **Grade**: sample grade
- **Tier**: sample tier
- **District ID**: XXXXXXXXXX0000000000
- **State ID**: XXXXXXXXXX0000000000
- **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>4.0</td>
<td>380</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>3.2</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>3.4</td>
<td>360</td>
<td>320</td>
</tr>
<tr>
<td>Writing</td>
<td>3.5</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Oral Language</td>
<td>3.2</td>
<td>340</td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>3.5</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>3.7</td>
<td>370</td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>3.4</td>
<td>340</td>
<td></td>
</tr>
</tbody>
</table>

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

### Domain Proficiency Level

<table>
<thead>
<tr>
<th>Domain</th>
<th>Proficiency Level</th>
<th>Students at this level can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>4</td>
<td>understand oral language in English related to specific topics in school and can participate in class discussions, for example:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exchange information and ideas with others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Connect people and events based on oral information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify positions or points of view on issues in oral discussions</td>
</tr>
<tr>
<td>Speaking</td>
<td>2</td>
<td>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share about what, when, or where something happened</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Compare objects, people, pictures, events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Express opinions</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
<td>understand written language related to common topics in school and can participate in class discussions, for example:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify main ideas and examples in written information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify main information that tells who, what, when or where something happened</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recognize language related to claims and supporting evidence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Classify main ideas and examples in written information</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
<td>communicate in writing in English using language related to common topics in school, for example:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describe general causes and effects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describe people and procedures with some details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Describe processes and procedures with some details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Give opinions with reasons in a few short sentences</td>
</tr>
</tbody>
</table>

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/assessreport.
### 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 (50% Listening + 50% Speaking)</td>
<td>3.2</td>
</tr>
<tr>
<td>Literacy (50% Reading + 50% Writing)</td>
<td>3.5</td>
</tr>
<tr>
<td>Comprehension (70% Reading + 30% Listening)</td>
<td>3.7</td>
</tr>
<tr>
<td>Overall* (35% Reading + 35% Writing + 15% Listening + 15% Speaking)</td>
<td>3.4</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.
### 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></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example Topics</strong></td>
<td></td>
<td><strong>Example Genres</strong></td>
<td><strong>Example Topics</strong></td>
<td><strong>Example Topics</strong></td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Assignments/Research</td>
<td>- Adventures</td>
<td>- Algebraic equations</td>
<td>- Atoms &amp; molecules</td>
<td>- Agriculture</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Character development</td>
<td>- Ballads</td>
<td>- Area, volume &amp; circumference</td>
<td>- Bacteria to plants</td>
<td>- America’s story</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Instructions/Assignments</td>
<td>- Editorials</td>
<td>- Complex two- &amp; three-dimensional figures</td>
<td>- Body systems &amp; organs</td>
<td>- Ancient/Medieval civilizations</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Resources &amp; supplies</td>
<td>- Historical documents</td>
<td>- Data interpretation &amp; statistics</td>
<td>- Chemical building blocks</td>
<td>- Bill of Rights</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- School behavior</td>
<td>- Human interest</td>
<td>- Data sets &amp; plots</td>
<td>- Climate/Temperature change</td>
<td>- Civic rights &amp; responsibilities</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- School life</td>
<td>- Mythology</td>
<td>- Decimals</td>
<td>- Climate zones</td>
<td>- Civil wars</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Social interaction</td>
<td>- Poetry/Free verse</td>
<td>- Estimation</td>
<td>- Comets &amp; meteorites</td>
<td>- Colonization</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Use of information</td>
<td>- Science fiction</td>
<td>- Factors</td>
<td>- Cycles</td>
<td>- Countries &amp; continents</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Use of multiple resources</td>
<td>- Technical texts</td>
<td>- Fractions</td>
<td>- Elements &amp; compounds</td>
<td>- Cultural perspectives &amp; frames</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Use of register</td>
<td></td>
<td>- Geometric relations</td>
<td>- Forms of energy</td>
<td>of reference</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Integers</td>
<td>- Light</td>
<td>- Economic trends</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Line segments &amp; angles</td>
<td>- Motion &amp; force</td>
<td>- Forms &amp; organization of</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Measures of central tendency</td>
<td>- Natural disasters</td>
<td>government</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- (mean, median, mode, range)</td>
<td>- Populations, resources &amp;</td>
<td>- Freedom &amp; democracy</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Metric &amp; standard units of</td>
<td>- environments</td>
<td>- Human resources</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- measurement</td>
<td>- Processes</td>
<td>- Longitude/Latitude/Time zones</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Parallel lines</td>
<td>- Reproduction</td>
<td>- Maps</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Percent</td>
<td>- Scientific inventions or</td>
<td>- Revolution</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Perimeter</td>
<td>- discoveries</td>
<td>- Slavery</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Probability</td>
<td>- Scientific tools or instruments</td>
<td>- U.S. Constitution</td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ratio &amp; proportion</td>
<td>- Solar system</td>
<td></td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Square root</td>
<td>- Sound</td>
<td></td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Universe: Stars and planets</td>
<td></td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Water</td>
<td></td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>Grade Cluster</td>
<td>6-8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ELP Standard 5: The Language of Social Studies, Formative Framework

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
</tr>
</tbody>
</table>

#### Listeners
- **Maps**
  - Identify locations of land and water masses on maps based on oral statements and check with a partner

#### Speakers
- **Civil wars**
  - Identify historical figures or events associated with civil wars from photographs or illustrations in small groups
  - Describe historical figures or events associated with civil wars from photographs, illustrations or videos in small groups
  - Role-play scenes from historical events or lives of figures associated with civil wars in small groups
  - Re-enact historical events or lives of figures associated with civil wars from varied perspectives with peers (e.g., Lincoln-Douglas debates)
  - Give monologues simulating historical events or figures associated with civil wars (e.g., scenes in plays)

#### Readings
- **Economic trends**
  - Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production)
  - Classify economic data based on information in text and charts (e.g., major crops by states or regions)
  - Compare economic data based on information in text and charts (e.g., "Which crop is produced less today than five years ago?")
  - Predict economic data for upcoming years based on information in text and charts (e.g., "Which crop will have less production in five years?")
  - Interpret economic trend data based on information from grade-level text and charts (e.g., "Why has there been a decline in profits from this crop in the past five years?")

#### Writers
- **Ancient/Medieval civilizations**
  - Identify features of historical periods from illustrations and word/phrase banks and share with a partner in L1 or L2
  - Describe features of historical periods using notes from graphic organizers and share with a partner in L1 or L2
  - Compare historical periods using sentences from graphic organizers and share with a partner
  - Produce contrastive summaries of historical periods using information from graphic organizers and share with a partner
  - Create historical essays descriptive of past civilizations
### 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></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example Topics</strong></td>
<td><strong>Example Genres</strong></td>
<td><strong>Example Topics</strong></td>
<td><strong>Example Topics</strong></td>
<td><strong>Example Topics</strong></td>
</tr>
<tr>
<td>- Classroom routines</td>
<td>- Allusion</td>
<td>- Congruence</td>
<td>- Atoms &amp; molecules/Nuclear structures</td>
<td>- Banking and money</td>
</tr>
<tr>
<td>- Personal &amp; business communication</td>
<td>- Autobiographical &amp; biographical narratives</td>
<td>- Coordinate planes, graphs &amp; equations</td>
<td>- Chemical &amp; physical change</td>
<td>- Behaviors of individuals &amp; groups</td>
</tr>
<tr>
<td>- Personal preferences</td>
<td>- Comedies</td>
<td>- Data displays &amp; interpretation</td>
<td>- Conservation of energy &amp; matter</td>
<td>- Conflict resolution</td>
</tr>
<tr>
<td>- Points of view</td>
<td>- Critical commentary</td>
<td>- Derived attributes</td>
<td>- Constellations</td>
<td>- Cultural diversity &amp; cohesion</td>
</tr>
<tr>
<td>- Recommendations/Suggestions</td>
<td>- Epics</td>
<td>- Formulas &amp; equations</td>
<td>- Ecology &amp; adaptation</td>
<td>- Federal, civil &amp; individual rights</td>
</tr>
<tr>
<td>- School life</td>
<td>- Literary genres</td>
<td>- Mathematical relations &amp; functions</td>
<td>- Elements &amp; compounds</td>
<td>- Global economy</td>
</tr>
<tr>
<td>- Social &amp; cultural traditions &amp; values</td>
<td>- Monologues/soliloquy</td>
<td>- Multi-dimensional shapes</td>
<td>- Food chains</td>
<td>- Historical figures &amp; times</td>
</tr>
<tr>
<td>- Study skills &amp; strategies</td>
<td>- Multicultural/world literature</td>
<td>- Powers</td>
<td>- Forces &amp; motion</td>
<td>- Human populations</td>
</tr>
<tr>
<td>- Information gathering</td>
<td>- Tragedies</td>
<td>- Problem solving</td>
<td>- Genetics &amp; heredity</td>
<td>- Individual responsibilities</td>
</tr>
<tr>
<td>- Workplace readiness</td>
<td>- Example Topics</td>
<td>- Quadrilaterals</td>
<td>- Life cycles</td>
<td>- Interdependence among states &amp; nations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Roots</td>
<td>- Meteorology</td>
<td>- International &amp; multinational organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Scale &amp; proportion</td>
<td>- Nuclear change</td>
<td>- Production, consumption &amp; distribution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Speed &amp; acceleration</td>
<td>- Scientific research &amp; investigation</td>
<td>- Social issues &amp; inequities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Theoretic probability</td>
<td>- Simple organisms</td>
<td>- Supply &amp; demand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Trigonometric functions (sine, cosine, tangent)</td>
<td>- Taxonomic systems</td>
<td>- Supreme Court cases</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- The story of the U.S.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- World histories/Civilizations/Cultures</td>
</tr>
<tr>
<td>Example Topics</td>
<td>Level 1 Entering</td>
<td>Level 2 Beginning</td>
<td>Level 3 Developing</td>
<td>Level 4 Expanding</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Coordinate planes, graphs &amp; equations</td>
<td>Identify language of basic components of coordinate planes, graphs or equations from figures and oral statements (e.g., x-axis, y-axis, coefficients, variables)</td>
<td>Create or change graphs, equations or points on coordinate planes from figures and general oral descriptions (e.g., &quot;Shift the graph up by two.&quot;)</td>
<td>Match specific language of complex graphs, equations or coordinate planes with figures and detailed oral descriptions (e.g., zeros, y-intercept, slope, rise, run, change in x)</td>
<td>Compare/contrast graphs, equations or coordinate planes from figures and oral scenarios using some technical language (e.g., trends, logarithmic, exponential growth, periodic motion)</td>
</tr>
<tr>
<td>Mathematical relations &amp; functions</td>
<td>Name variables from illustrations and notation</td>
<td>Relate functions of two variables from illustrations and notation</td>
<td>Give examples of representations of functions of two variables from illustrations and notation</td>
<td>Interpret representations of functions of two variables with or without visual support</td>
</tr>
<tr>
<td>Multi-dimensional shapes</td>
<td>Identify basic components of multi-dimensional shapes from visually supported words or phrases (e.g., segment, angle, side, diagonal)</td>
<td>Pair descriptions of multi-dimensional shapes or their components with visually supported sentences (e.g., prism, cube, sphere, cylinder)</td>
<td>Compare/contrast multi-dimensional shapes or arguments within visually supported text (e.g., based on angles, parallel/perpendicular sides or diagonals, &quot;At least one pair of...&quot;)</td>
<td>Match specific and some technical language associated with components of geometric arguments, constructions or shapes to visually supported text (e.g., ray, alternate interior angles, corresponding sides)</td>
</tr>
<tr>
<td>Formulas &amp; equations</td>
<td>Produce elements of equations or formulas from word/phrase banks and models (e.g., labeling diagrams)</td>
<td>Describe equations or formulas using figures and notation from word/phrase banks and models (e.g., factors, terms)</td>
<td>Sequence steps for solving problems involving equations or formulas using figures, notation and sequential language (e.g., &quot;First, put an x in the top half or numerator&quot;)</td>
<td>Explain uses of equations or formulas using figures, notation and complex sentences (e.g., &quot;Give examples of when you would use...&quot;)</td>
</tr>
</tbody>
</table>
Language Proficiency Level 5

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

ELs can evaluate locations on maps for different purposes from oral descriptions Ex: “Show me the best city in Asia to…”

Gottlieb p. 49
ELs can find patterns associated with resources or agricultural products from oral statements using visual or graphic support.

**Language Proficiency Level 4**

**Comprehend**
- Specialized academic and technical vocabulary in sentences of varying language complexity within discourses across content areas with some instructional supports

**Produce**
- Organized language that flows and includes several registers and genres that contain a variety of sentences, structures, and a range of specialized academic vocabulary related to content area topics
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.

Produce
Language that includes a sense of register and genre with some sentence variety and length, along with specialized academic vocabulary related to content.

ELs student can compare/contrast features or functions of governments using graphic organizers (e.g., executive, legislative and judicial branches).

Gottlieb p. 49
EL students can describe historical figures or events associated with civil wars from photographs, illustrations or videos in small group.

Famous Civil War Figures

- **Gen. Ulysses S. Grant**
  - Wins earliest Union victories in the West (Forts Henry and Donelson)
  - Success at Vicksburg causes Lincoln to appoint him General of the Potomac
  - Constantly advanced his army
  - Defeated Lee

- **Gen. Robert E. Lee**
  - Considered the best officer in the US prior to the war
  - 1862 becomes the General of the Army of Northern Virginia
  - Greatest general of the war
  - Won numerous battles in spite of inferior troop numbers

- **Gen. Thomas “Stonewall” Jackson**
  - Cavalry general
  - Hero of the First Battle of Bull Run and 1862 Valley Campaign
  - Shot by his own troops at the Battle of Chancellorsville
  - Died days later of complications from pneumonia

- **Gen. Nathan Bedford Forrest**
  - Enlisted as a private
  - Best cavalryman of the war
  - Hero of the Battle of Chickamauga
  - Led the Massacre at Fort Pillow
  - 1st Grand Wizard of the KKK

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.
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 students can connect events with people in U.S. history using timelines, graphics or illustrations

Gottlieb p. 49
Visual Vocabulary

Seismograph: A machine that measures the waves of energy caused by an earthquake.
Sismógrafo: Una máquina que mide las ondas de energía causadas por un terremoto.

Weather balloons: Large balloons sent up into the atmosphere. They collect data on temperature, pressure, and humidity.
Globos meteorológicos: globos grandes enviados a la atmósfera. Se recogen datos sobre la temperatura, la presión y la humedad.

Satellites: Manmade machines that orbit the Earth. They are used for communication, military purposes, making maps and studying weather.
Satélites: máquinas artificiales que orbitan la Tierra. Se utilizan para la comunicación, fines militares, la elaboración de mapas y estudiar el clima.

Atmosphere: The blanket of air that surrounds the Earth.
Atmosfera: La capa de aire que rodea la Tierra.

Accommodated Science Test

5. What is the muscle that pumps the blood throughout the body?

6. What is made up of red blood, cells, white blood cells, platelets and...?
<table>
<thead>
<tr>
<th>What is the muscle that pumps blood throughout the body?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arteries</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where does the blood drop off carbon dioxide and pick up oxygen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart</td>
</tr>
</tbody>
</table>
Complete the sentence.

Birds have skin covered with ____________.

Reptiles have skin covered with ____________.

Mammals have skin covered with ____________.

Amphibians produce ____________ eggs.

Mammals produce milk and ____________ their young.

Fish breathe with ____________.

<table>
<thead>
<tr>
<th>Choices</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>feathers</td>
<td>[Image of a parrot]</td>
</tr>
<tr>
<td>fur</td>
<td>[Image of a bear]</td>
</tr>
<tr>
<td>dry scales</td>
<td>[Image of a reptile]</td>
</tr>
<tr>
<td>nurse</td>
<td>[Image of a giraffe]</td>
</tr>
<tr>
<td>jelly-like</td>
<td>[Image of a fish]</td>
</tr>
<tr>
<td>gills</td>
<td>[Image of a fish]</td>
</tr>
</tbody>
</table>

A. Amphibian
B. Reptile
C. Fish
D. Mammal
E. Bird
Matching

A. Bacteria  B. Protist  C. Plant  D. Animal  E. Fungi

Matching

A. Angiosperm  B. Gymnosperm

Complete the sentences.

Cones  Flowers

Gymnosperms produce ____________.

Angiosperms have ____________.
Matching
A. Phylum Porifera (sponges)
B. Phylum Cnidaria
C. Phylum Annelida (segmented worms)
D. Phylum Platyhelminthes (flat worms)
E. Phylum Mollusca
F. Phylum Arthropoda
Put the pictures on the wall
Your turn!

Using:

• all of your information
• the WIDA Key Uses name charts
• provided text
• the test question

1. Accommodate your test question for all five proficiency levels
2. 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

Gottlieb, 140
Without validity there is no equity

- **Testing**
  Systematic procedure of collecting a sample of student behavior at one point in time and is quite narrow

- **Assessment**
  Comprehensive process of planning, collecting, analyzing, interpreting, reporting, and using information over time

- **Evaluation**
  Broadest in scope, 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
Grading and Retention Guidelines for EL Students -
Please refer to your ALSDE State EL Policies and Procedures Manual

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.

1. Level of English language proficiency
2. Implementation of language plan - **accommodations**
3. Meaningful participation – activities, assignments – **accommodations**
4. Amount of English language development instruction provided
5. Alternate grading strategy
6. Classroom teacher is adequately trained
3 – things you learned
2 – things you will use
1 – thing you did not like
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