There WILL be a Test!
Assessing English Learners
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 the *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

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**Every Student Succeeds Act of 2015 (ESSA)**
- High academic standards for all students
- Monitor exited ELs for four years (accountability)
- 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.
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

- **Entering**: 1 - words and pictures
- **Emerging**: 2 - simple sentences
- **Developing**: 3 - simple paragraph
- **Expanding**: 4 - paragraph
- **Bridging**: 5 - extended passages
- **Reaching**: 6 - support
How does it feel to be an EL?

The Importance of ELL Strategies - Immersion (Moises in Math Class)

https://www.youtube.com/watch?v=D6HUv2eFdLg
EQUAL is not the same as FAIR

EQUAL = Everyone gets the same.

FAIR = Everyone gets what they need to succeed.
Formative vs. Summative

Authentic vs. Traditional

Accommodations vs. Modifications
Describe formative assessment in one word.
Name an accommodation that you find useful!
“Assessment should always have more to do with helping students grow than with cataloging their mistakes.”

Carol Tomlinson
<table>
<thead>
<tr>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Favorite Ideas</td>
<td>2 Ideas I need to think about</td>
<td>1 Idea I don’t like</td>
</tr>
</tbody>
</table>

- Allow more time
- Allow translation devise
- Use manuscript rather than cursive or confusing fonts
- Provide tests using simplified sentences
- Reduce language content
- Use notes and graphic organizers
- Limit vocabulary matching
- Provide word banks
- Add pictures
- Limit fill in the blank
- Picture Flash Cards
- Allow varied responses
- Reduce number of questions
- Allow for inventive spelling
- Provide page numbers for locating answers
- Avoid pressure of speed an accuracy
- Avoid multistep directions
WiDA™ Language Proficiency Levels

Entering
1 words and pictures

Emerging
2 simple sentences

Developing
3 simple paragraph

Expanding
4 paragraph

Bridging
5 extended passages

Reaching
6 support
### ACCESS for ELLs 2.0 Score Report

#### Kindergarten 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. Proficiency Level scores are interpreted and reported in two ways: (1) for Accountability Purposes and (2) for Instructional Purposes (see columns below). The Accountability Proficiency Level score is used to monitor student performance from year to year. The Instructional Proficiency Level is used to describe how the student is able to use the English Language in Kindergarten, where students are developing skills in listening, speaking, reading, and writing.

#### Language Domain

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level</th>
<th>Scale Score Range (Possible 100-600)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Accountability</td>
<td>3.7 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Speaking</td>
<td>Instructional</td>
<td>4.8 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>4.2 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>3.6 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Oral Language</td>
<td></td>
<td>3.9 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Literacy</td>
<td></td>
<td>3.4 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Comprehension</td>
<td></td>
<td>3.4 1 2 3 4 5 6</td>
</tr>
<tr>
<td>Overall*</td>
<td></td>
<td>3.6 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

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

#### Domain Proficiency Level

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description of English Language Proficiency Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Entering</td>
<td>Knows and uses minimal social and minimal academic language with visual and graphic support</td>
</tr>
<tr>
<td>2 – Emerging</td>
<td>Knows and uses some social English and general academic language with visual and graphic support</td>
</tr>
<tr>
<td>3 – Developing</td>
<td>Knows and uses social English and some specific academic language with visual and graphic support</td>
</tr>
<tr>
<td>4 – Expanding</td>
<td>Knows and uses social English and some technical academic language</td>
</tr>
<tr>
<td>5 – Bridging</td>
<td>Knows and uses social and academic language working with grade level material</td>
</tr>
<tr>
<td>6 – Reaching</td>
<td>Knows and uses social and academic language at the highest level measured by this test</td>
</tr>
</tbody>
</table>

#### Sample Student

Birth Date: mm/dd/yyyy | Grade: sample grade
District ID: sample ID
School: sample school
District: sample district
State: sample state

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**For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at www.wida.us/accessreport**
Rubrics

Can Do Descriptors Student Name Chart Grades 4-5

http://www.wida.us/
“If you judge a fish by its ‘ability’ to climb a tree, it will spend its entire life believing it is stupid.” – Albert Einstein
WiDA™ Language Proficiency Levels

- **Entering Level (1)**: Words and pictures
- **Emerging Level (2)**: Simple sentences
- **Developing Level (3)**: Simple paragraph
- **Expanding Level (4)**: Paragraph
- **Bridging Level (5)**: Extended passages
- **Reaching Level (6)**: Support
Teachers understand proficiency levels of their ELs and use the information to differentiate instruction effectively.

<table>
<thead>
<tr>
<th>Standards</th>
<th>CCRS</th>
<th>WIDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Content</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to describe the point of view of the speaker or narrator.</td>
<td>Students will be able to describe the point of view of the speaker or narrator of a text using a word wall and pictures.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency</th>
<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>Differentiated Instruction Speaking Writing</td>
<td>Describe the point of view of speaker or narrator in L1 and/or answer choice questions using single words, pictures or gestures to identify the speaker’s point of view or narrator.</td>
<td>Describe the point of view of speaker or narrator in L1 and/or answer questions using short phrases with key content based vocabulary to identify the speaker’s point of view.</td>
<td>Describe the point of view of speaker or narrator using key content based grade level vocabulary in simple related sentences which may include errors that do not obscure meaning.</td>
<td>Describe the point of view of speaker or narrator using complete sentences and some content based grade level vocabulary.</td>
<td>Describe the point of view of speaker or narrator using detailed sentences of varying lengths with content based grade level vocabulary.</td>
</tr>
<tr>
<td>Language Arts</td>
<td>Mathematics</td>
<td>Science</td>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------</td>
<td>--------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Illustrated word/phrase wall</td>
<td>• Blocks/Cubes</td>
<td>• Scientific instruments</td>
<td>• Maps and Atlases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Felt or magnetic figures of story elements</td>
<td>• Models of geometric figures</td>
<td>• Physical models, measurement tools</td>
<td>• Globes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sequence blocks</td>
<td>• Calculators</td>
<td>• Posters/illustrations of process or cycles</td>
<td>• Compasses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Environmental print</td>
<td>• Protractors, compasses</td>
<td>• Actual substances, objects or organisms</td>
<td>• Timelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Posters, bulletin boards or displays</td>
<td>• Rulers, yards/meter sticks</td>
<td>• Natural materials</td>
<td>• Multicultural artifacts/photo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Audio books</td>
<td>• Counters</td>
<td></td>
<td>• Arial &amp; satellite photographs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Songs/Chants</td>
<td>• Coins</td>
<td></td>
<td>• Video clips</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What could you learn from a climate map?

a. how much rainfall an area receives
b. average temperature of an area in summer
c. how cold an area gets in winter
d. all of the above
Temperature
TEMPERATURE

Social and Instructional Language
Which theme of geography explores how people, goods, and ideas get from one place to another?

a. Location  
b. Movement  
c. Region  
d. Human-Environment Interaction
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 sismo.

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 de temperatura, presión, y 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.

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 plasma?
7. Where does the blood drop off the carbon dioxide and pick up oxygen?
8. Identify the main organ of the circulatory system.
What is the muscle that pumps blood throughout the body?

<table>
<thead>
<tr>
<th>Arteries</th>
<th>Heart</th>
<th>Red blood cells</th>
</tr>
</thead>
</table>

Where does the blood drop off carbon dioxide and pick up oxygen?

<table>
<thead>
<tr>
<th>Heart</th>
<th>Lungs</th>
<th>Brain</th>
</tr>
</thead>
</table>
Porpoise or Dolphin?
Porpoises and dolphins are fascinating and beautiful sea creatures. They are in the group of whales called toothed whales.

Many people think dolphins and porpoises are fish, but this is simply not true. They are mammals, just like dogs, cats, horses, cows, deer, and humans. Like all mammals, dolphins and porpoises are warm-blooded, which means their body temperature always stays the same. While most other animals are born from eggs, mammals are born alive. Also, mammals have lungs and breathe air. Dolphins and porpoises need to come up to the surface of the water to breathe through the blowhole in the top of their heads.

Most porpoises and dolphins eat fish, squid, and crustaceans. However, the largest species of dolphin, the orca, also hunts seals, penguins, walruses, and whales.
Dolphins and Porpoises
By Guy Belleranti

1. List three ways mentioned in the article that dolphins and porpoises are alike.
   
   .
   .
   .

2. What is the largest species of dolphin? __________________________

3. What is the author’s purpose for writing this passage?
   - a. to persuade readers to watch for dolphins and porpoises when they visit the ocean
   - b. to entertain readers with a funny story about dolphins and porpoises
   - c. to teach readers the similarities and differences between dolphins and porpoises
   - d. to inform readers that dolphins and porpoises are endangered species

4. Both dolphins and porpoises...
   - a. are gray fish found in the Atlantic Ocean
   - b. live in large pods of 12 or more
   - c. have the same type of teeth
   - d. are types of whales

5. Explain the differences between a dolphin’s dorsal fin and a porpoise’s dorsal fin.
   __________________________
   __________________________
Their bodies are shaped differently, too. Porpoises are shorter with more rounded beaks and bodies. The dorsal fins on their backs are also shorter and less pointed. Dolphins, on the other hand, have longer, more pointed beaks. Their dorsal fins are taller and more pointed too.

Porpoises are usually under seven feet (two meters) long. Many dolphins are over ten feet (three meters). Orcas can grow over twenty feet long.

The life span of a dolphin is usually much longer than the life span of a porpoise. Dolphins can live 50 or more years. Porpoises seldom live longer than 15 years.

Dolphins are very social animals. They live in large groups called pods, with up to a dozen individuals. Dolphins enjoy interacting with humans. Sometimes they swim beside boats and make whistling and chirping sounds as they talk. Porpoises are much more shy than dolphins, and they tend to avoid human interaction. They usually live in smaller pods of 2 to 4 individuals. Their sounds can’t be heard by our ears.
<table>
<thead>
<tr>
<th>Venn Diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About 10 feet (3 meters) long</strong></td>
</tr>
<tr>
<td>Shorter rounder dorsal fin</td>
</tr>
<tr>
<td>Use echolocation</td>
</tr>
<tr>
<td>More shy</td>
</tr>
<tr>
<td>Spade-shaped teeth</td>
</tr>
<tr>
<td>Breathe air</td>
</tr>
<tr>
<td>Mammals</td>
</tr>
<tr>
<td>Lives less than 15 years</td>
</tr>
<tr>
<td>Lives in pods</td>
</tr>
<tr>
<td>Taller, planted dorsal fin</td>
</tr>
<tr>
<td>More social</td>
</tr>
</tbody>
</table>
Dolphins and Porpoises

By Guy Bellerandi

The scrambled words below are vocabulary words from the article. Unscramble each word and write it on the line.

Please be sure each word is spelled correctly.

1. _____________  a k b e
   hint: snout that sticks out of an animal's face

2. _____________  a t u r p e t e a m
   hint: measure of heat

3. _____________  i g q u s d
   hint: fast-swimming sea animal with ten arms or tentacles

4. _____________  i n g r p c h i
   hint: making a short, high-pitched sound

5. _____________  o l w h b e l o
   hint: part of a whale used for breathing air life

6. _____________  s i n p e n g u
   hint:
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
Assessment Summary Activity
Contacts

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