

Differentiating Instruction and Assessment for ELLs

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Session Description

- This session is for mainstream and ESL teachers who have ELLs in their classes, and for the ESL coordinators who are responsible for the professional development of all educators who work with ELLs.
- It draws on the WIDA ELP Standards, and shows teachers how to select appropriate instructional and assessment strategies for their ELLs at different English language proficiency levels.
- We also consider how other important factors (e.g., literacy in the first language, prior education, cultural differences) inform a teachers' efforts to differentiate instruction for the ELLs in their classes.

Agenda

Before

- Content and language objectives

During

- Essential questions for reflective practitioners
- WIDA can-do descriptors
- Student profiles
- Strategies for differentiating instruction and assessment

After

- Taking it to your classrooms →
What stood out? What did you learn? What can you use?

Content Objectives

Participants will...

- Describe what students at different English language proficiency levels can be expected to do with reading, writing, listening, and speaking in English
- Identify factors beyond English language proficiency level that influence an ELL's participation and achievement in class
- Explain how to use essential questions for reflective practitioners to guide selection of instructional and assessment strategies
- Identify appropriate instructional and assessment strategies for different ELLs that we find in our classrooms

Note: Content objectives are about the big ideas and should be more or less the same for all students.

Language Objectives

Participants will...

- Use content-obligatory and content-compatible vocabulary orally and in writing
 - WIDA standards
 - Student descriptors
 - ELP levels: Entering, Beginning, Developing, Expanding, Bridging
 - Conversational fluency/BICS; Academic language proficiency/CALP
 - Differentiated instruction
 - Differentiated assessment
- Use oral and written language to *identify, describe and explain.*

Note: Language objectives should be differentiated to address the language and literacy needs of students in the classroom.

Essential Questions for Reflective Practitioners

1. Who are my ELLs?
2. What are my goals and objectives?
3. What is challenging about this unit/lesson/activity for the ELLs in my class?
4. What instructional strategies can I use to enable my ELLs to participate and achieve in this activity/lesson/unit/class/program?
5. What assessment strategies can I use to collect evidence of my ELLs' learning?

Using the Essential Questions

Selecting appropriate instruction
and assessment strategies for ELLs

1. Who are the students?

- Working in groups of three or four who teach at the same grade level (K-3, 4-5, 6-8, 9-12), select one pair of focal students from pages 2-3 who have the same English language proficiency level (you can change their grade levels to match the grade level your grade group teaches, but adapt the profile accordingly).
- Using the student descriptors on page 5, discuss what these students can be expected to do with reading, writing, listening, and speaking in English.
- Identify any other factors that may contribute to their participation and achievement in school, and explain how those factors might matter. Fill in the notemaking guide (page 8), question 1: Who are the students?

2. What are the goals and objectives?

- Pick an assignment from the following list.
 - Assignment 1: Students must write a 5-page report about a country.
 - Assignment 2: Students must give a 3-5 minute presentation about a current event.
 - Assignment 3: Student must read a chapter in a textbook (your group can pick the content area and subject) and answer the questions at the end of the chapter.
 - Assignment 4: Based on an experiment done in class, students must write a detailed lab report encompassing the scientific method.
 - Assignment 5: Students must collect data through interviews, construct a bar line or graph, and present their findings.
- Working with your group, identify the specific goals and objectives of this assignment and fill in the notemaking guide, question 2.

3. What is likely to be challenging about this assignment for these students?

- Be specific, and identify the concrete content, language, literacy, and/or cultural challenges the assignment is likely to present.
- Fill in the notemaking guide, question 3.

4. What instructional strategies should you use to address those challenges?

- Look at the instructional strategies on page 6.
- Select strategies that your group believes are appropriate for your learners.
- Fill in the notemaking guide, question 4.

5. What assessments can you use to collect evidence of your student learning?

- Look at the assessment strategies on page 7
- Select strategies that your group believes are appropriate for your learners.
- Fill in the notemaking guide, question 5.

Taking it to your Classrooms

- What stood out?
- What did you learn?
- What can you use?
- What questions do you have?