



COLORADO

Department of Education

Progress Monitoring Language Development through Formative Assessments

Outcomes

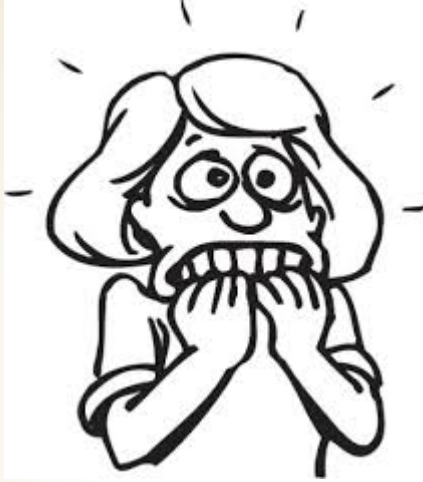
- Understand a process that teachers can use to evaluate student language development and to adjust instruction to strengthen students' ability to use language effectively



Agenda

- What is Formative Assessment?
- Why use Formative Assessments?
- WIDA Standards and Resources
- Process for Language Assessment for Formative Purposes
- Analyze Your Student Samples





How do you feel about formative
assessment for language
development?



**“Keeping track of students’
developing language can occur
simultaneously with tracking their
developing content knowledge.
There’s no need to create new
assignments to obtain samples of
student language.” (Boals et. al,
2015)**

30 Second Assessment

Problem #1

Suzie bost sagarrondoak zituzten. Bernie eman bere bi gehiago. Zenbat sagar behar du Suzie orain?



Problem #2

Festa batean, denok elkarri bostekoa besteek batera. Baziren hirurogeitasei esku emate. Zenbat jende festa hartan emateko?



30 Second Assessment (cont.)

Problem #1

Suzie had five apples. Bernie gave her two more. How many apples does Suzie have now?



(Trower, 2015)

Problem #2

At a party, everyone shook hands with everyone else. There were sixty-six handshakes. How many people were at the party?



What are Formative Assessments?

- “Formative assessments are ongoing assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and provide student feedback throughout the teaching and learning process.” (Fisher and Frey, 2007)
- “The purpose of this ‘continual taking stock of learning’ is to ‘form new learning.’ Forming new learning requires teachers to intentionally generate evidence about learning, and to interpret the evidence in order to make decisions about pedagogical action to close the ‘gap’ between the learners current status and desired goals.” (Heritage, 2014)
- “Assessment as a pedagogical decision making process, not a measurement process.” (Heritage et. al, 2015)
- Formative assessment should be a “process (not a test) that can be used by teachers and students to reflect on the effectiveness of students’ language and to interact in productive ways to strengthen students’ ability to use language effectively.” (Boals et. al, 2015)

Misconceptions about Formative Assessment

■ Formative assessments...

- Come in kits and can be expensive
- Take time away from my teaching
- Take a lot of time to plan
- Aren't important because "I know my students"



Why Use Formative Assessments?

- **So what? Why should we be tracking EL language development?**
 - Improve student achievement in content areas, as well as student acquisition of English
 - Improve teaching practice
 - Students have a right to have access to grade-level content and standards
 - Provide personalized learning experience (Heritage, 2014)

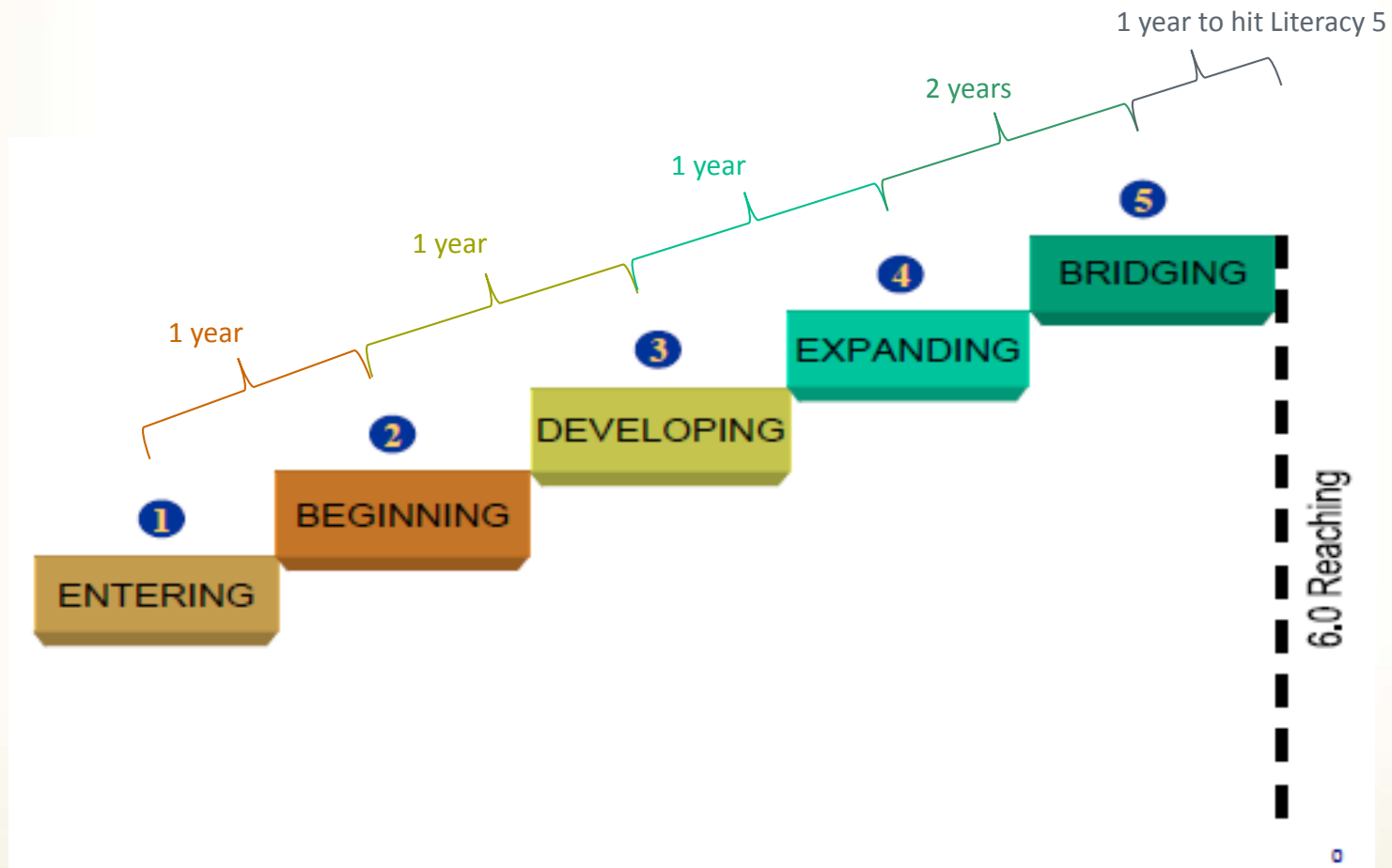


ACCESS for ELLs®

- **Proficiency levels 1-6 do not measure.....**
 - how much growth each student has made
 - how much growth is necessary to attain state targets in a reasonable amount of time



WIDA ACCESS Stepping-Stone Timeline



Formative Assessment Basics

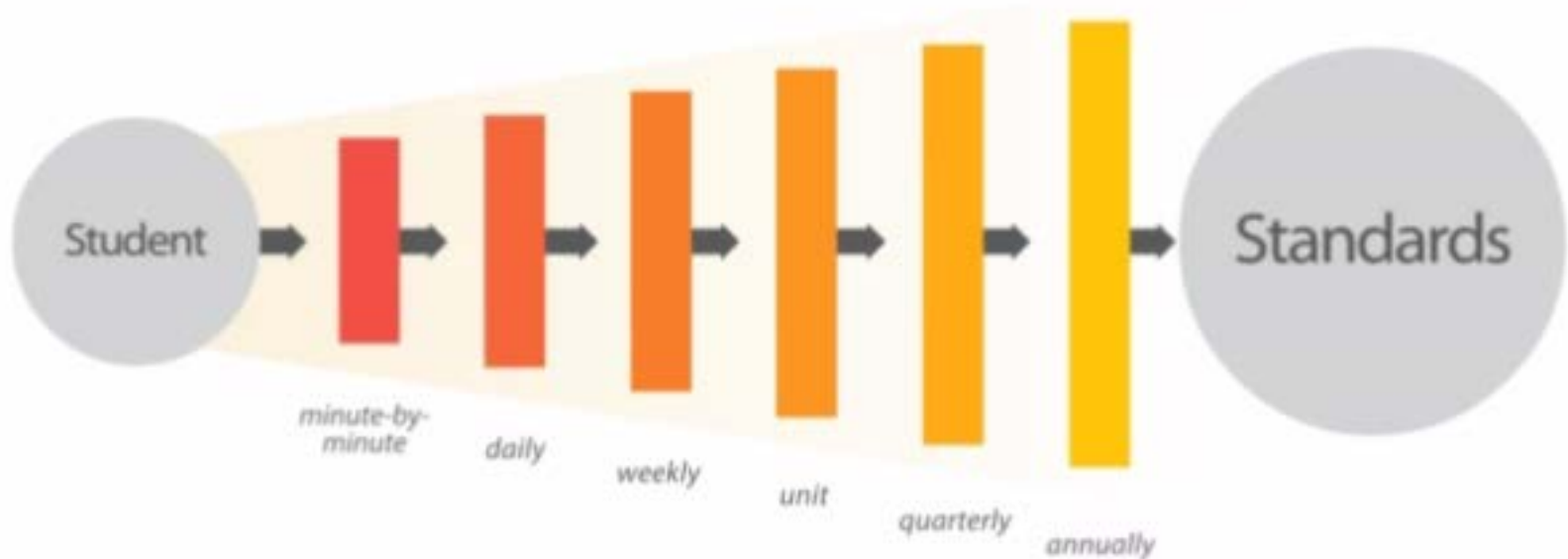
Balanced Assessment System

Formative

Interim

Summative

Comprehensive Assessment System



(Gerzon, Heritage, & Tobiason, 2015a)

Types of Assessments

- **Classroom Summative**

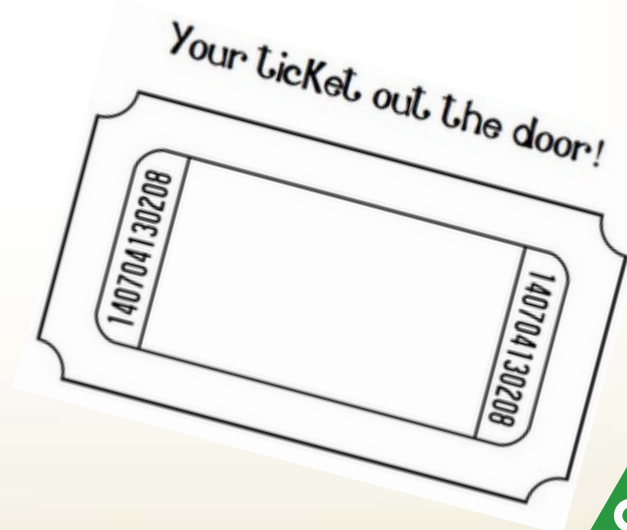
- If met goals of unit

- **Interim Assessments**

- Information about how well students are meeting medium-term goals

- **Formative**

- Provides evidence of learning while instruction is underway



(Gerzon, Heritage, & Tobiason, 2015a)

Assessment Cycles

Long

- Annual assessments
- Long-term goals
- Sampling of student learning

Medium

- Intermediate assessments
- Periodic snapshot of student learning
- Provide more detail to tailor instruction



Short

- Formative assessments
- Long-term goals
- Sampling of student learning

(Gerzon, Heritage, & Tobiason, 2015a)

Formative Assessment & Assessment for Formative Purposes

■ Formative assessment

- Compares students' ongoing progress to possible trajectories
- Identify the most productive next steps in instruction
 - Provide immediate feedback or support

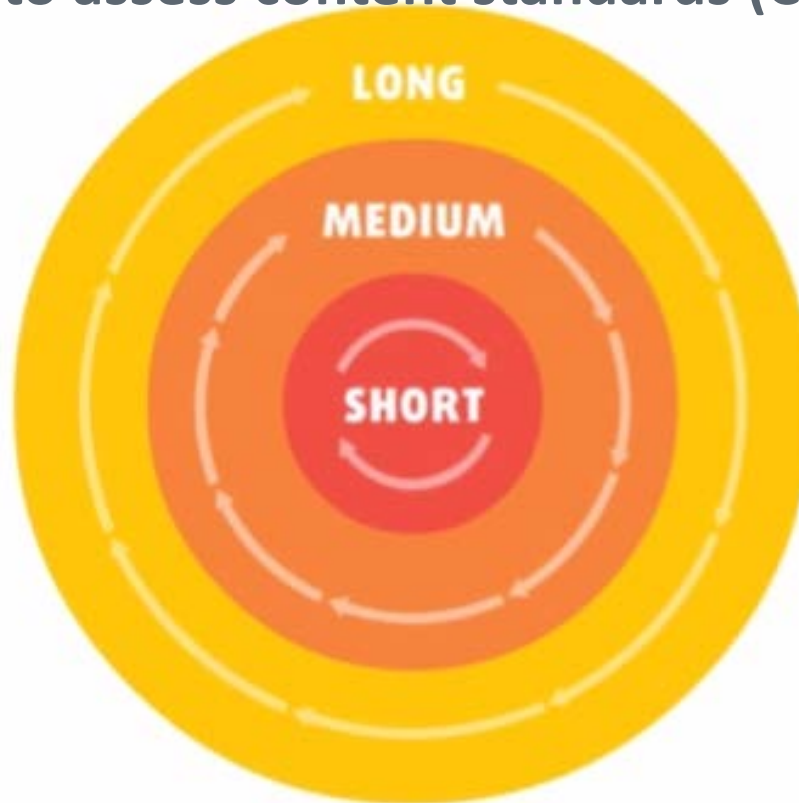


■ “Language assessment for formative purposes”

- Systemic process of language analysis
- Feedback on student progress toward instructional goals for English
- May or may not happen at the time of the instructional moment

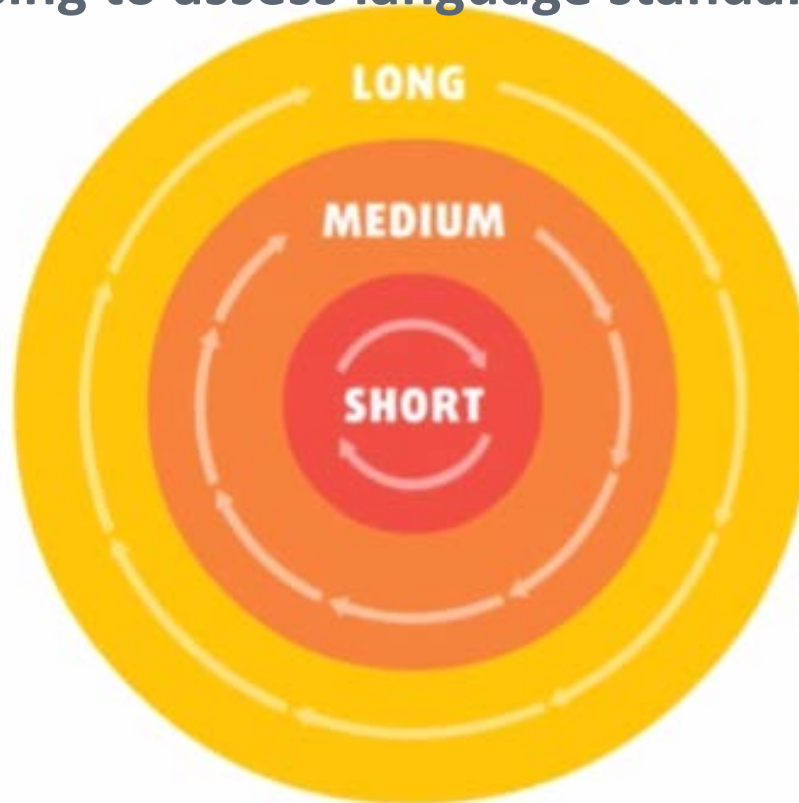
Assessment Cycles in Practice

- Use chart paper to brainstorm what assessments you are currently using to assess content standards (CAS)



Assessment Cycles in Practice

- Now...use chart paper to brainstorm what assessments you are currently using to assess language standards (CELP)



Characteristics of Assessment of Language for Formative Purposes

- Linked to CAS and CELF Standards
- Planned or spontaneous
- Embedded in instruction
- Informs instruction
- Authentic
- Provides examples of effective use of new language
- Shared understanding of desired outcome (language objective)



A Deeper Dive into the Resources from WIDA



Colorado English Language Proficiency (CELP) Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Features of Academic Language

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles



WIDA Performance Definitions: Listening and Reading

Figure G: WIDA Performance Definitions **Listening and Reading**, Grades K-12



At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with shades of meaning for each content area
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General and some specific content words and expressions (including cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

WIDA Performance Definitions: Speaking and Writing

Figure H: WIDA Performance Definitions **Speaking and Writing**, Grades K-12



At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language Words and expressions with precise meaning related to content area topics
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures and generally consistent use of conventions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation and emerging use of conventions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content words and expressions (including content-specific cognates) Words or expressions related to content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures and variable use of conventions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions (including common cognates) Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and familiar expressions

...within sociocultural contexts for language use.

Performance Definitions Sort

1. Sort the cards with a partner or two.
2. Do NOT use any other supports.
3. When you finish, you can check your answers using the WIDA Performance Definitions (pp. 8-9 of the ELD Standards Framework booklet).

Get to know the Performance Definitions a little better

WIDA Performance Definitions - Speaking and Writing Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 4 - Bridging Language that meets all criteria through Level 3, Bridging			
Level 4 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, coherent, and coherent expansion of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular context areas 	<ul style="list-style-type: none"> Technical and abstract content area language, including content-specific collocations Words and expressions with shades of meaning across context areas
Level 3 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expansion of ideas with emerging coherence 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular context areas 	<ul style="list-style-type: none"> Specific content language, including content area language Words and expressions with expressive meaning through use of collocations and allusions across context areas
Level 2 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expansion of one idea or emerging expansion of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across context areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across context areas
Level 1 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expansion of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across context areas 	<ul style="list-style-type: none"> General content words and expressions Isolated and instructional words and expressions across context areas
Level 0 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to separate ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Isolated social and instructional words and expressions

...within sociocultural contexts for language use.

WIDA Can Do Descriptors

- The WIDA Can Do Descriptors, Key Uses Edition, K-12 offers a focus on what language learners can do to participate meaningfully in teaching and learning in academic contexts. This edition is organized around four over-arching communicative purposes, called Key Uses: Recount, Explain, Argue, and Discuss.

2-3

By the end of each of the given levels of English language proficiency, English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
KEY USE OF RECOUNT	Process recounts by <ul style="list-style-type: none"> Showing what happens unit-based on familiar oral story (e.g., by pointing or showing) Describing or providing other visual displays of people, animals or objects in response to oral prompts 	Process recounts by <ul style="list-style-type: none"> Identifying the "who," "what," and "when" of illustrated statements Identifying main materials or situation from oral descriptions 	Process recounts by <ul style="list-style-type: none"> Identifying linking words or phrases related to passage of time in speech (e.g., "on Monday," "he went to") Elaborating events in response to audio recordings of stories or poems 	Process recounts by <ul style="list-style-type: none"> Reconstructing context-related situations or events from oral descriptions Identifying context-related ideas from oral discourse using multi-media (e.g., reviewing steps of a process) 	Process recounts by <ul style="list-style-type: none"> Identifying details of context-related topics from oral discourse Making diagrams or models following oral directions and specifications (e.g., maps, projects) 	Process recounts by <ul style="list-style-type: none"> Identifying key ideas or details from text read aloud or information presented orally Describing the main ideas and supporting details of text read aloud or information in diverse media and formats
	Recount by <ul style="list-style-type: none"> Responding to questions related to stories or experiences (e.g., "What was the story?") Using oral and written events or experiences throughout the school day 	Recount by <ul style="list-style-type: none"> Reproducing facts or statements in context Participating in multi-media presentations based on research 	Recount by <ul style="list-style-type: none"> Retelling simple stories from picture cues Sharing information from personal or school-related experiences 	Recount by <ul style="list-style-type: none"> Separating events in stories with temporal transitions (e.g., "After she was out...") Describing situations and events from school and the community 	Recount by <ul style="list-style-type: none"> Describing main ideas gleaned from context-related information Asking and answering questions about information from speakers 	Recount by <ul style="list-style-type: none"> Providing descriptive details of context-related information or activities Noting the steps and producing multi-media presentations with some detail

*Except for that is, for which there is no coding.

4

Performance Definitions Compared to the Can Do Descriptors

Performance Definitions

Can Do Descriptors

WIDA Performance Definitions - Speaking and Writing Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language for work of students through Level 5, Bridging			
Level 6 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, coherent, and relevant expansion of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures searched to project A broad range of sentence patterns characteristic of particular content area 	<ul style="list-style-type: none"> Technical and domain content area language including content-specific vocabulary Words and expressions with shades of meaning across content area
Level 5 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expansion of ideas with emerging selection 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular content area 	<ul style="list-style-type: none"> Specific and some technical content area language Words and expressions with appropriate meaning through use of references and synonyms across content area
Level 4 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expansion of one idea or emerging expansion of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across content area 	<ul style="list-style-type: none"> Specific content language, including requests and responses Words in expansion with multiple meanings and across content area
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expansion of one idea or emerging expansion of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures Repetitive phrasal and sentence patterns across content area 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and appropriate across content area
Level 2 Beginning	<ul style="list-style-type: none"> Phrases or short sentences Emerging expansion of ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures Repetitive phrasal and sentence patterns across content area 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and appropriate across content area
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or short sentences Single word used to express ideas 	<ul style="list-style-type: none"> Phrase level grammatical structures Phrasal patterns associated with common social and instructional discourse 	<ul style="list-style-type: none"> General content words and expressions Everyday social and instructional words and expressions

... within instructional contexts for language use

WIDA Can Do Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	<ul style="list-style-type: none"> Point to stand pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main idea from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main idea and supporting details from oral discourse Infer from and act on oral information Role-play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral narration
SPEAKING	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Retell content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content-based questions Retell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade-level problem-solving Explain in detail results of inquiry (e.g., scientific experiments)

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

Can Do Descriptors

Should be used in tandem with the Performance Definitions and/or Rubrics . . .

2-3

By the end of each of the given levels of English language proficiency, English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by <ul style="list-style-type: none"> Showing what happens next based on familiar oral story (e.g., by pointing or drawing) Describing or providing other visual displays of people, animals or objects in response to oral passages 	Process recounts by <ul style="list-style-type: none"> Identifying the "who," "where" and "when" of illustrated statements Identifying main materials or resources from oral descriptions 	Process recounts by <ul style="list-style-type: none"> Identifying linking words or phrases related to passage of time in speech (e.g., "on Monday," "the next day") Illustrating events in response to audio recordings of stories or poems 	Process recounts by <ul style="list-style-type: none"> Re-constructing content-related situations or events from oral descriptions Identifying content-related ideas from oral discourse using multi-media (e.g., maps, maps) 	Process recounts by <ul style="list-style-type: none"> Identifying key ideas or details from text read aloud or information presented orally Making designs or models following oral directions and specifications (e.g., maps, maps) 	Process recounts by <ul style="list-style-type: none"> Identifying key ideas or details from text read aloud or information presented orally Determining the main idea and supporting details of text read aloud or information in diverse media and formats
SPEAKING	Recount by <ul style="list-style-type: none"> Responding to questions related to stories or experiences (e.g., "Who came to the door?") Acting out and naming events or experiences throughout the school day 	Recount by <ul style="list-style-type: none"> Reproducing facts or statements in context Participating in multi-media presentations based on research 	Recount by <ul style="list-style-type: none"> Retelling simple stories from pictures Sharing information from personal or school-related experiences 	Recount by <ul style="list-style-type: none"> Sequencing events in stories with temporal transitions (e.g., "After the rain...") Describing situations and events from school and the community 	Recount by <ul style="list-style-type: none"> Describing main ideas placed from content-related information Asking and answering questions about information from speakers 	Recount by <ul style="list-style-type: none"> Providing descriptive details of content-related information or activities Narrating the steps for producing multi-media presentations with some detail

*Except for level 6, for which there is no ceiling

4

Figure G: WIDA Performance Definitions Listening and Reading, Grades K-12

WIDA

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrase and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, WH- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

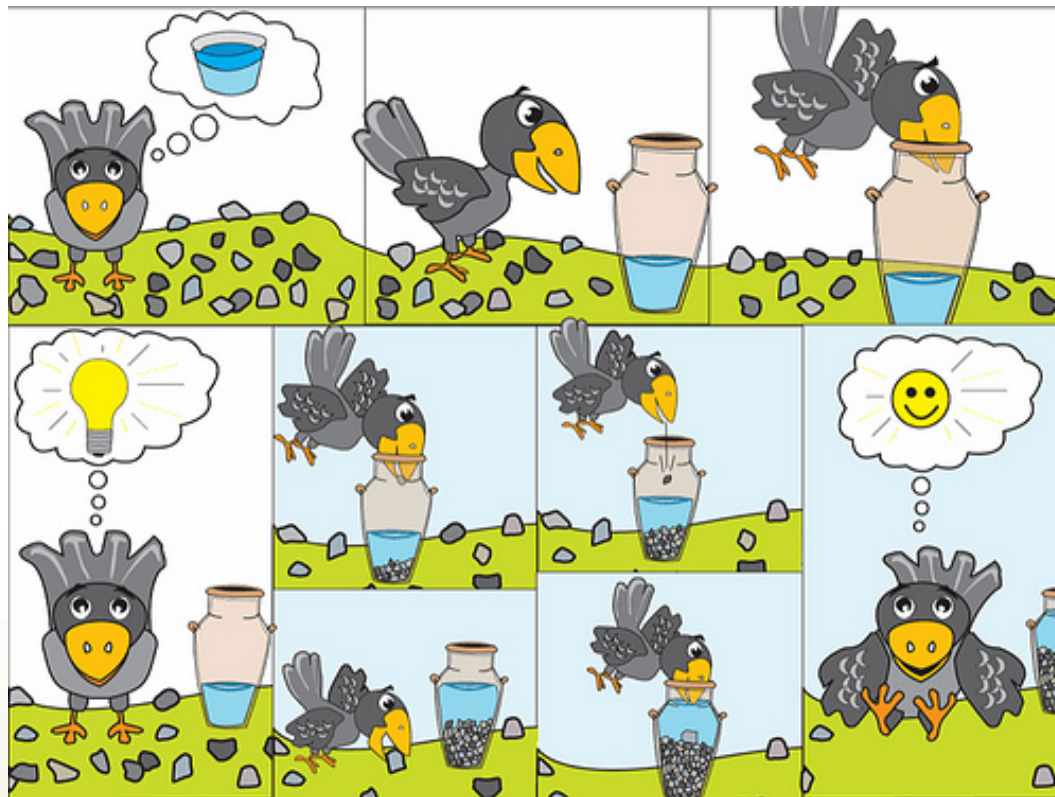
... within sociocultural contexts for language use.

Can Dos & Can't Dos of the Can Do Descriptors

Can Dos	Can't Dos
<ul style="list-style-type: none">• Provide a tool for differentiation• Provide a sampling of language students can process and produce at different grade levels and in different domains• Contextualize students' ACCESS scores	<ul style="list-style-type: none">• Are NOT the Standards• Are NOT exhaustive• Don't address academic language in all five ELD Standards• Don't address ZPD• Don't represent a trajectory of language development

Using the Performance Definitions

- Use the performance definitions to analyze the student writing sample on *The Crow and the Pitcher*



Formative Assessment Process: The Four Stages



Formative Assessment Process: The Four Stages

- Stage 1: Design and Teach
- Stage 2: Sample Students' Language
- Stage 3: Analyze
- Stage 4: Provide Formative Feedback and Refine Instruction



Stage 1: Design and Teach

■ Stage 1: Design and Teach

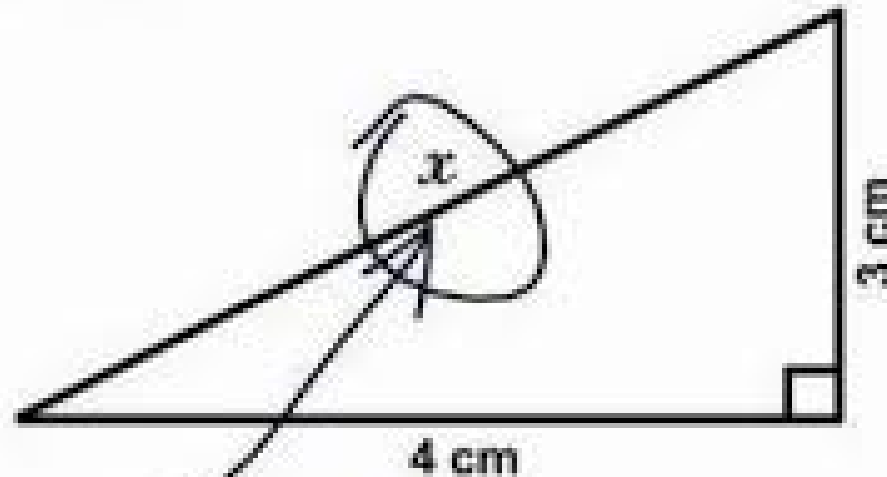
■ Plan:

- Use of consistent academic language in your lesson
- Clear language targets and objectives
 - Language targets may be designed for groups of students at one language proficiency level or individual students
- Language assessment



Academic Language

3. Find x .



Here it is

Ocular Trauma - by Wade Clarke ©2005

Academic Language

- Consider the CELF standards as well as the interdisciplinary language that may be used in this lesson
- Collaborate with colleagues across departments in your grade level and vertically in content areas to determine interdisciplinary language and consistent uses of academic language

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity (Quantity and variety of oral and written text)	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions (Types, forms, and use of language structures)	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage (Specificity of word or phrase choice)	General, specific, and technical language Multiple meanings of words and phrases Formal and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

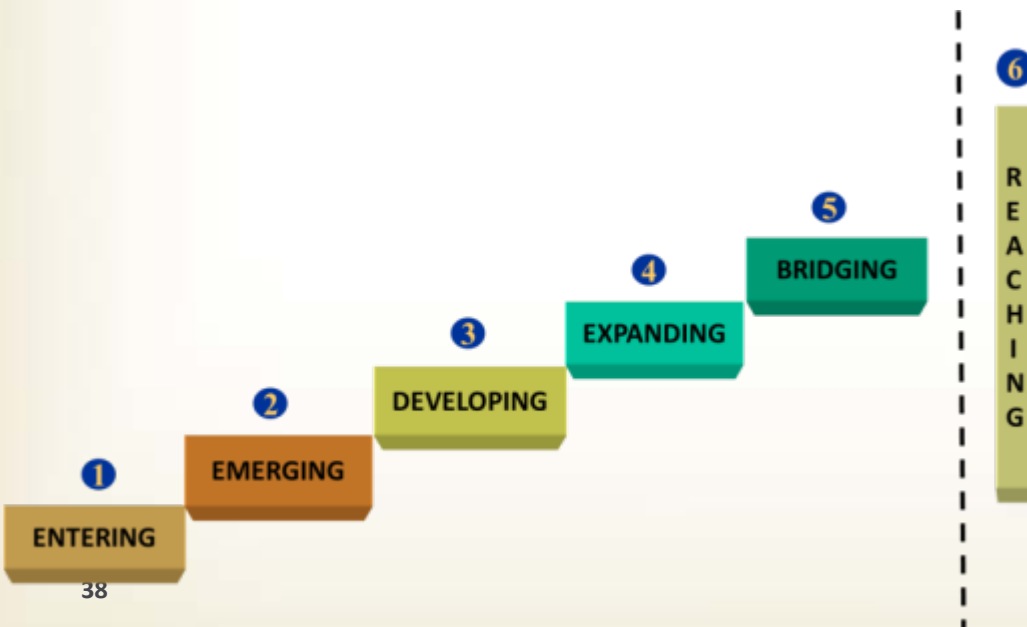
- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

WIDA

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Student Strengths and Needs

- Plan for student strengths and needs
- Language proficiency levels of each student
 - Consider language domains
- Linguistic scaffolds and supports needed



By the end of each of the given levels of English language proficiency, English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	Process recounts by <ul style="list-style-type: none"> Showing what happens next based on familiar oral story (e.g., by pointing or observing) Drawing or providing other visual displays of people, animals or objects in response to oral prompts 	Process recounts by <ul style="list-style-type: none"> Identifying the "who," "when" and "what" of illustrated scenarios Identifying main materials or resources from oral descriptions 	Process recounts by <ul style="list-style-type: none"> Identifying linking words or phrases related to passage of time in speech (e.g., "on Monday," "the next day") Illustrating events in response to audio recordings of stories or poems 	Process recounts by <ul style="list-style-type: none"> Re-narrating content-related situations or events from oral discourse Identifying content-related ideas from oral discourse using multi-media (e.g., retelling steps of a process) 	Process recounts by <ul style="list-style-type: none"> Identifying details of content-related topics from oral discourse Making, drawing or reading diagrams or models following oral directions and specifications (e.g., maps, organs) 	Process recounts by <ul style="list-style-type: none"> Identifying key ideas or details from oral or information presented orally Documenting the main ideas and supporting details of oral or written information in diverse media and formats
SPEAKING	Recount by <ul style="list-style-type: none"> Responding to questions related to stories or experiences (e.g., "How come is the dog?") Acting out and naming events or experiences throughout the school day 	Recount by <ul style="list-style-type: none"> Reproducing facts or statements in context Participating in multi-media presentations based on research 	Recount by <ul style="list-style-type: none"> Retelling simple stories from picture cues Sharing information from personal or school-related experiences 	Recount by <ul style="list-style-type: none"> Sequencing events in stories with temporal transitions (e.g., "After she was sick...") Describing situations and events from school and the community 	Recount by <ul style="list-style-type: none"> Describing main ideas gleaned from content-related information Asking and answering questions about information from spoken 	Recount by <ul style="list-style-type: none"> Providing descriptive details of content-related information or activities Naming the steps for producing multi-media presentations with voice and text

KEY USE OF RECOUNT

2-3

Except for level 6, for which there is no ceiling.

Language of the Lesson

Language and content are intertwined

- How will students use language in this lesson?

Four Domains of Language	
<u>Listening</u>	<u>Speaking</u>
<u>Reading</u>	<u>Writing</u>

Features of Academic Language & Proficiency Levels

- How will students use language in this lesson?
- What features of academic language will be used?

Three Features of Academic Language	Lesson Activities	Linguistic Supports
<u>Linguistic Complexity</u>	<u>Teacher Talk</u>	<u>Level 1</u>
		<u>Level 2</u>
<u>Language Forms and Conventions</u>	<u>Student Talk</u>	<u>Level 3</u>
		<u>Level 4</u>
<u>Vocabulary Usage</u>	<u>Texts to be Read or Written</u>	<u>Level 5</u>

Stage 1: Design and Teach

Guiding Questions

- What are the particular language features we're going to focus on? What do those look like? What examples can I show my students?
- Why is that feature important in this lesson? How does its use shape the meaning?
- How can I capture this in an achievable success criteria for my students?
- What supports will students need?
- What method or tool can I develop with my students to help us both monitor their practice with this new language?

Stage 2: Sample Students' Language

- Student samples can come from any and all types of classroom activities and lessons
- Should be authentic
- Students should be given linguistic supports necessary to have access to the content while challenging them to develop language



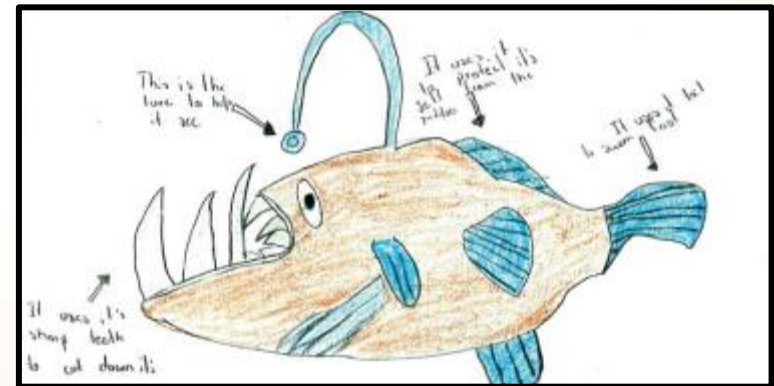
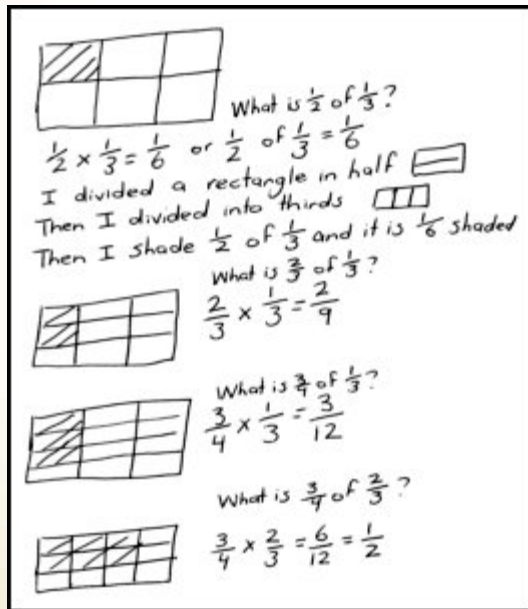


“Using every day examples of students’ language makes it easy to embed into daily instruction the frequent monitoring and guidance that is at the heart of the formative assessment process” (Boals et. al, 2015)

Formative Assessments or "Student Samples"

Assessment Tasks

- Instructional events
- Completed by students – not teachers
- Provide opportunities for students to engage in the use of academic language



Formative Assessments or "Student Samples"

- Use chart paper to brainstorm what student samples you could gather in the four domains of language

Formative Assessments within the Four Domains of Language	
<u>Listening</u>	<u>Speaking</u>
<u>Reading</u>	<u>Writing</u>

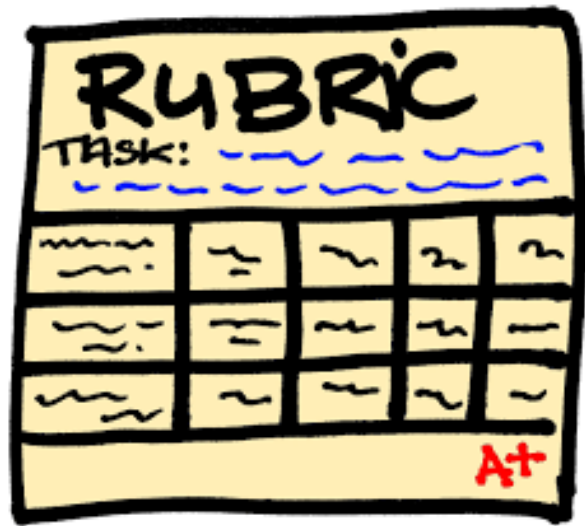
Stage 3: Analyze

- Reflect back on language targets and objectives from lesson plans for each student or group of students
 - Was the student successful? How do you know?
- Use the performance definitions or local assessment tools and rubrics to evaluate students language
- Asset-based mindset



Formative Assessment Tools

- Assist in analyzing sample student language
- Help keep a record of feedback
- Create a standardized process for analyzing student work
- Make formative assessment formal instead of informal
- Can be used by the teacher, the student, or peers



Tool	Used for...	For Students	For Teachers
Checklist Are my students becoming more consistent in...?	Recording, in a simple yes/no format, the inclusion of new behaviors or other elements students are working to integrate	Helps students remember and learn the steps in a new process or new behaviors to practice.	Captures information quickly and easily; can be used easily by students.
Rating Scale How well (roughly) are they doing?	Getting an informal, continuum-based rating of elements considered important in the lesson or task	<ul style="list-style-type: none"> Helps students rate their own comprehension of new material or their comfort with new practices. Focuses students' attention on metacognitive aspects and personal accountability for learning. 	Quickly captures an informal rating of student's movement toward a goal.
Rubric What level are they at in their mastery of this?	More carefully evaluating the quality of specific components of student work and decided which level of performance best describes the work. <ul style="list-style-type: none"> Requires clearly specified criteria for each performance level Intervals/levels should be equivalent in range 	<ul style="list-style-type: none"> Involves students in judging their own mastery. Helps develop metacognitive stance and skill. Makes explicit what elements are important and what successful performance looks like. 	Assesses student movement toward criteria that will be used later to make a summative assessment of their performance.

Formative Assessment Tools

Use chart paper to brainstorm the types of assessment tools you use or have available in your school.

Assessment Tools within the Four Domains of Language	
<u>Listening</u>	<u>Speaking</u>
<u>Reading</u>	<u>Writing</u>

Stage 3: Analyze

Guiding Questions

- Based on the student's language proficiency level in this domain, did the student meet the expectations of the language target and performance definitions?
 - If not, does the student need more linguistic supports, content supports, etc.?
- Did the student include and effectively organize the necessary components? Was any part missing?
- Was the organization appropriate to the context, in terms of formality, brevity, and objectivity?
- Was the student able to express ideas concisely and compactly, or are the ideas relayed in a conversational pattern of many short, linked sentences?
- Are there signs that the student is attempting new language structures? Misusing previously taught language structures?
- Has the student used the type of vocabulary expected for this assignment?

Stage 4: Provide Formative Feedback & Refine Instruction

- Timely – delivered when the student is teaching
- Simple, specific, brief, focused
- Opens dialogue rather than prescribing
- Framed with clear criteria that enables student to determine what to do to improve rather than just providing strengths and weaknesses – So what? Now what?
- Can come from teacher, peer or self



“At the same time, though, this information has to be used to inform the teaching and learning process. Feedback is formative if it leads to improved student learning.” (Tuttle, 2009)



Your Turn!

With a partner, use the WIDA Performance Definitions to analyze the student sample you brought.

- Provide background for your partner on the grade level, student, and lesson
- Where does the use of language land on the performance definitions?
- What might be your next steps in working with this student? Feedback? Linguistic supports?

Share Out

- How did you find the experience working with the performance definitions?
- How can you build formative assessments for language development into your daily/weekly instruction?

**“Keeping track of students’
developing language can occur
simultaneously with tracking their
developing content knowledge.
There’s no need to create new
assignments to obtain samples of
student language.” (Boals et. al,
2015)**

Resources

- CDE's Office of Culturally and Linguistically Diverse Education - http://www.cde.state.co.us/cde_english
- WIDA - <https://www.wida.us/standards/eld.aspx>

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