Internet Access Information

Network: SDCOE_Guests
User: SDCOE
Password: Cheerios!

Today’s Institute Resources:
http://tinyurl.com/ProjectCoreMay
AGENDA

Assessment Practices in a Biliteracy & English Language Development Context
Focus on first language-second language writing

● Welcome and Introductions
● Review of Institute #5: Designated ELD & Thematic Unit Planning
● Diagnostic Assessments: Biliteracy Foundational Skills
● Diagnostic/Formative Assessments: Writing
● Formative Assessment Practice
● Smarter Balanced Performance Tasks
● Evaluation
● Closure
Review:

Institute #5: Designated ELD & Thematic Unit Planning*

* in Spanish and/or English
Brain Burst

- Explain theme, unit, enduring understanding, & essential questions
- Explain three or more essential features of designated ELD instruction
- Explain the role of essential questions in thematic units
<table>
<thead>
<tr>
<th>Shares your birthday month</th>
<th>Can explain theme, unit, enduring understanding, &amp; essential questions</th>
<th>Has studied outside the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can explain the role of essential questions in thematic units</td>
<td>Has traveled to 5 or more countries</td>
<td>Can explain three or more essential features of designated ELD instruction</td>
</tr>
</tbody>
</table>
Assessment Practices in Biliteracy & ELD

Institute #6
Learning Intentions

- Explore the purposes of assessments for learning and assessments of learning
- Examine assessment of literacy skills in both Spanish and English for diagnosing students who struggle with reading
- Study how formative assessment practice supports students
- Investigate the expectations for students in Smarter Balanced Assessment Consortium (SBAC) performance tasks
Success Criteria

1. I can define the purposes of assessments *for learning* and assessments *of learning*
2. I can explain why assessing literacy skills in both Spanish and English is essential for diagnosing students who struggle with reading
3. I can name how formative assessment practice supports students
4. I can describe the expectations for students in Smarter Balanced Assessment Consortium (SBAC) performance tasks
Assessment in California:
ELA/ELD Framework
“It is the intent of the Legislature...to provide a system of assessments of pupils that has the primary purposes of assisting teachers, administrators, and pupils and their parents; improving teaching and learning; and promoting high-quality teaching and learning using a variety of assessment approaches and types.”
(p. 2, California ELA/ELD Framework)
Purposes of Assessment

● *for learning*: provide real time information about student learning to meet students’ specific needs and secure progress

● *of learning*: provide information on students’ current level of achievement after a period of learning has occurred
Assessment Sort

With a partner, categorize the descriptors using the mat.
1. Find the document on beige color paper.
2. Follow along and draw/record notes as guided by your instructor
Assessment Cycles

- Short-Cycle Formative Assessment
- Medium-Cycle Assessment
  - End-of-Unit or Interim/Benchmark
- Long-Cycle Assessment
  - Annual/End-of-Year Assessments
California Assessments

- California Assessment of Student Performance and Progress (CAASPP)
  - Replaces STAR (Standardized Testing and Reporting) program
  - Grades 3rd through 8th, 11th
  - Exempts ELA for students if <12 months in U.S. school
  - Multi-state aligned (Smarter-Balanced)
  - Two parts for ELA:
    - Selected response (multiple choice)
    - Constructed response (short or long essay)
California Assessments (cont.)

• Computer-Adaptive Tests (CAT): tailor assessments items based on a student’ performance during a test

• **Performance tasks**: require students to demonstrate “21st Century” skills in complex tasks to produce a range of products
Find the gray colored document titled: “Ejemplar_tarea_de_rendimiento_version_10mayo_2015”
Example of a Performance Task

TASK:
(4th Grader) Express an opinion piece on whether or not migrant farmworkers are coming to California for the same reasons today as during the Dust Bowl.

CONTEXT:
• Part of an 8 week California history unit 1850-1950 (a student documentary is the final culminating project)
• PT is the end product of a 2 week segment (10 days of instruction) focused on the Depression and Dust Bowl
• During that time students will have closely read several texts about the Dust Bowl

FORMAT: formal essay, digital story or video
Follow along and record annotations about the performance task as guided by your instructor.
Sample Student Challenges in Performance Tasks

To excel in a PT, students must be able to:

- **Read at grade level***
- Multitask independently, manage many documents simultaneously & **monitor time**
- **Discern vocabulary from context***
- Wield technology adeptly
- Absorb multiple sources simultaneously
- **Produce academic language & long text***
- **Be able to spell if using a dictionary***

*Can be esp. challenging for students new to the test language, such as English Learners
California Assessments (cont.)

• National Center & State Collaborative (NCSC) Consortia: alternative assessment for students with significant cognitive disability (to replace the CAPA – California Alternative Performance Assessment)

• Biliteracy Assessments (assessment in bilingual or dual language programs)

• English Language Proficiency Test (CELDT to be replaced by the ELPAC)
“Classroom teachers, school leaders, and professional learning providers should consider the support that educators require in order to understand and implement the formative assessment process, as well as to use interim/benchmark and summative assessments effectively. Importantly, educators need to interpret assessment evidence in order to plan instruction and respond pedagogically to emerging student learning.” (p. 7)
Success Criteria #1

- I can define the purposes of assessments for learning and assessments of learning.

*Define the purposes on the graphic organizer.*
Other Critical Assessments: Assessments for Intervention

- **Universal Screening** - brief assessments of focused on target skills that are highly predictive of future outcomes
- **Diagnostic** - assessments used to identify when an intervention may be needed
- **Progress Monitoring** - curriculum-based measurement to (1) determine whether students are learning content; (2) create more effective programs; (3) estimate rates of students improvement
Diagnostic Assessments:
Biliteracy Foundational Skills
1. Find Roberto’s phonics assessment results: two blue documents titled...
   “Sample SEBT Spanish Phonics Text Data” & “Sample SEBT Spanish Phonics Text Data”
2. Find Sofía’s phonics assessment results: two pink documents with the same titles
3. Take note as the context and the assessments are explained.
Biliteracy Assessment Sample
(Bilingual Phonics Skills Test)

1. Record some strengths and some challenges for both students in each language.

2. Identify a phonics skill to teach in either language for each student.

3. Turn to a partner and share your analysis.

4. As a pair, write an answer this question:

"Why was it critical to examine both the Spanish and the English test results?"
Success Criteria #2

- I can explain why assessing literacy skills in both English and Spanish is essential for diagnosing students who struggle with reading.

How would you explain this to someone who is not experienced in biliteracy?
Formative Assessment
Formative Assessment Features

“...formative assessment is a process rather than a particular kind of assessment....There is no such thing as a ‘formative test.’”

“....the formative assessment process involves both teachers and students..., both of whom must be actively involved in the process of improving learning.”
Formative Assessment Features

“...from a learning progression teachers have the big picture of what students need to learn, as well as sufficient detail for planning instruction to meet short-term goals.”

“...teachers must provide the criteria by which learning will be assessed... using language readily understood by students, with realistic examples of what meets and does not meet the criteria.”
Formative Assessment

- Is a process during instruction to provide feedback to adjust ongoing teaching moves and learning tactics.
- Is **not** a tool or an event, nor a bank of test items or performance tasks.
- “Well-supported by research evidence, it improves students’ learning in time to achieve intended instructional outcomes.”
Key Features of Formative Assessment

1. Provides clear lesson learning goals and success criteria (students understand the aim);
2. Gathers evidence of learning during lessons to determine where students are relative to goals;
3. Offers descriptive feedback as a pedagogical response to evidence;
4. Includes peer- and self-assessment to strengthen students’ learning, efficacy, confidence, and autonomy;
5. Enables a collaborative classroom culture where students and teachers are partners in learning.
Formative Assessment Practices
Good for ELs

- Questioning *with feedback and explicit corrective rephrasing as needed*
- Student discussions *with observational annotations of language needs*
- Written work/representations *with rubrics and models connected to ELD standards*
- Student self-reflection *with teacher monitoring of students’ metalinguistics*
Formative Assessment Videos

Video 1 - Third Grade Video
https://www.youtube.com/watch?v=dxAXJEK--qk&list=PLIZK2t3fOcXx7T04ZoaqPy2UEU_iXdlnf&index=3

Video 2 - Middle School Video
https://www.youtube.com/watch?v=ab4hbIsOonU
Video 3 - Learning Progression to Support Self-Assessment and Writing about Themes in Literature: Small Group

https://www.youtube.com/watch?v=8grZFus5OCo&feature=youtu.be
Diagnostic/Formative Assessments: Writing
Essential Question

Should students be rewarded for grades, attendance, and standardized test?
The Writing Task

Write a compare/contrast essay.

- Read the prompt & rubric.
- Read two articles.
- Discuss topic.
- Examine a paragraph frame.
- Write a draft.
- Share a draft.
The Writing Task

Compare/Contrast Essay

Read the prompt (yellow document) and the rubric (pink document). (5 min.)

Discuss your understanding of the task/rubric with your table group. (5 min.)
Identify a partner.
Read the two articles. (10 min.)

“They Earn as They Learn”

“Shortchanged by Pay to Learn”

Verbally, compare and contrast the articles with your partner. (5 min.)
Paragraph Frame

Read the paragraph frame.

With your partner, discuss how the frame supports a portion of the essay. (10 min.)
Write a Draft - 10 min.
Self Analysis - 15 min.

Individually, compare your draft to the rubric and the writing instructions.

Share your analysis with your partner.
Analyzing Performance

- Model
- Form a group of four.
- Everyone reads a different essay.
- Share observations of your student’s performance.
- Given the EL students’ performance, what should be taught differently next time?
Formative Assessment Practice
## Language Analysis Framework for Writing

**Figure 8.7. Language Analysis Framework for Writing**

<table>
<thead>
<tr>
<th>Content Knowledge and Register</th>
<th>Text Organization and Structure</th>
<th>Grammatical Structures</th>
<th>Vocabulary</th>
<th>Spelling and Punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the overall meaning clear?</td>
<td>Is the purpose (e.g., entertaining, persuading, explaining) getting across?</td>
<td>Are the verb types and tenses appropriate for the text type?</td>
<td>Are general academic and domain-specific words used, and are they used accurately?</td>
<td>Are words spelled correctly?</td>
</tr>
<tr>
<td>Are the big ideas there, and are they accurate?</td>
<td>Is the overall text organization appropriate for the text type?</td>
<td>Are noun phrases expanded appropriately in order to enrich the meaning of ideas?</td>
<td>Are a variety of words used (e.g., a range of words for “small”: little, tiny, miniscule, microscopic)?</td>
<td>Is punctuation used appropriately?</td>
</tr>
<tr>
<td>Is the text type (e.g., opinion, narrative, explanation) appropriate for conveying the content knowledge?</td>
<td>Are text connectives used effectively to create cohesion?</td>
<td>Are sentences expanded with adverbials (e.g., adverbs, prepositional phrases) in order to provide details (e.g., time, manner, place, cause)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the register of the writing match the audience?</td>
<td>Are pronouns and other language resources used for referring the reader backward or forward?</td>
<td>Are clauses combined and condensed appropriately to</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examining Student Writing

1. Take your “Language Analysis Framework...”
2. Find your assigned chart/writing samples
3. Read the writing samples & the “Language Analysis Framework..”
4. As a group, analyze the writing
5. Record your observations/next steps on Post-Its
6. Complete the sentence frame “Formative assessment practice supports students by...”
7. Prepare to share your conclusions with another group
Success Criteria #3

- I can name how formative assessment practice supports students.

On a Post-It please complete this sentence frame:

“Formative assessment practice supports students by...”
Assessment Quality Checklists

“The idea of the technical quality of assessment refers to the accuracy of information yielded by assessments and the appropriateness for their intended purposes. There are three key elements:...” (p. 63)

• Validity
• Reliability
• Bias-Free
Key Points of Quality Assessments: VALIDITY

• The extent to which the information the assessment provides is accurate, adequate, and appropriate for a specific decision-making purpose

• While people often refer to the "validity of a test," it is more correct to refer to the validity of the interpretations that can be made from the results of a test

• No test is valid for all purposes
Key Points of Quality Assessments: RELIABILITY

- Consistency of the test results, repeatedly and over time
- Results of a test are reliable if they are replicable (despite changes in test administration and scoring, e.g., time of administration or who scores a test)
- Reliability is important because it is a necessary, but not sufficient condition for validity. If assessment results are not consistent, then it is reasonable to conclude that the scores do not accurately measure what the test is intended to measure
Key Points of Quality Assessments: FREEDOM FROM BIAS

- Information or condition in an assessment that unfairly disadvantages a student or groups in showing knowledge in the content
- An assessment free from bias produces same scores for students at the same attainment level, despite students’ demographics (gender, ethnicity, primary language)
- Two forms of bias: (1) offensiveness – content offends or upsets particular subgroups, (2) unfair penalization – contents more difficult for some students than others
1) Select a grade level of SBAC to explore.
2) Examine the CAASSP resources.
3) Complete the handout for exploring CAASSP resources.
Success Criteria #4

- I can describe the expectations for students in Smarter Balanced Assessment Consortium (SBAC) performance tasks.

*(Completed in the previous task.)*
Critical Pedagogy

Given what you noticed in the SBAC resources what are the implications for your advocacy as a teacher?
Evaluation
SDSU Announcements