

Aligning Assessment with Instruction for English Language Learners

Instructional Strategy	Assessment Suggestion
<p>Classify pictures or objects. Open sort may precede closed sort that reflects the big idea.</p>	<p>Classify pictures or objects in ways that reflect understanding of a big idea. First in class for practice, later on an exam. Students who need the practice do it independently for homework.</p>
<p>Discuss, label and describe illustrations. Prediction of labels may precede viewing a labeled illustration. Two-way tasks may provide related language practice. Students use roundtable to label an illustration. Students use Numbered-heads-together to orally explain an illustration. In teams students use prompts to explain the illustration. Sentence prompts Paragraph frames A CLOZE paragraph with a word bank, without a word bank</p>	<p>Label an illustration With a word bank With an incomplete word bank or complete a partially labeled illustration Without a word bank Then describe the illustration as able: Orally on a tape, By completing a CLOZE paragraph. By writing a sentence for each label (or for the blanks that are starred on the illustration) By writing a paragraph that explains the illustration. First for homework, later on an exam.</p>
<p>Use Roundrobin and Roundtable to share important examples related to a big idea being studied. If needed, replace multiple examples with broader terms or headings. Copy the class-generated list. (Students who have trouble copying or spelling, copy from a partner rather than off the board and use a correct copy provided by a student copying the list on the computer.)</p>	<p>On an exam students list examples of the big idea being studied. If modifications are needed: Orally on a tape in response to an oral question from a student or teacher if possible, OR from the question on the tape with space provided for the answer. By checking the examples that reflect the big idea from a list that includes both examples and nonexamples.</p>
<p>Use Bruner's Concept Attainment model to teach a concept. Teacher provides examples and nonexamples. Students when ready provide additional examples.</p>	<p>Student contributes an example to demonstrate understanding and gives an example on a test OR differentiates an example from a nonexample.</p>

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<p>Use Think-pair-share or Inside-outside-circle to orally share personal reactions to a question or a complete a sentence prompt.</p> <p>Use the same structures to orally share reactions or point of view of people and groups they are studying.</p>	<p>Write personal reactions to a question or complete a sentence prompt in a journal. Participate in a dialogue journal with a peer or the teacher.</p> <p>Students write the reactions or point of view of someone else in a journal.</p>
<p>Class uses Numbered-heads-together to answer questions related to the big ideas being studied in ways that progress from the concrete experiences to literacy tasks. They use the same structure to answer the following kinds of questions:</p> <ul style="list-style-type: none"> Main ideas of a reading. Theme of a story. Multiple-part questions. Higher-order questions <p>Students complete a class-generated Learning Log with Sentence Prompts</p> <p>Teams complete and share a learning log.</p> <p>Students discuss the format of multiple-choice questions and test-taking strategies.</p> <p>Students use a rubric to rank sample answers to extended response questions from the least effective to the most.</p>	<p>Using developmentally appropriate materials for independent reading, students individually answer questions related to the same big ideas and important details. For example:</p> <ul style="list-style-type: none"> Text-generated questions Questions requiring an extended response. (orally if needed) Questions on a Learning Log with Sentence Prompts. Multiple-choice questions. <p>Students share and discuss homework.</p> <p>On an exam students answer:</p> <ul style="list-style-type: none"> Related multiple-choice questions (orally if needed or with some of the options crossed off) Extended-response questions. (with prompts, a word bank and orally if needed)
<p>Teach developmentally appropriate skills and give feedback on growth:</p> <ul style="list-style-type: none"> Focus on big ideas and key concepts first and incorporate skills. Use authentic and meaningful tasks with comprehensible materials. Provide explicit skill guidance using a literacy framework. Communicate cultural conventions. Incorporate diverse modalities into skill instruction and progress from concrete to literacy tasks. Apply Process Reading and Writing 	<p>Assess skills in developmentally appropriate ways:</p> <ul style="list-style-type: none"> Grade as much as possible on skill development. Hold students accountable for skills they are capable of applying. Use assessment measures recommended in Process Reading and Writing as well as others that provide alternative ways for demonstrating a skill. Assess listening, speaking, reading, writing, computing, and problem solving skills.

Instructional Strategy	Assessment Suggestion
<p>Students use a graphic organizer to learn big ideas, topical ideas, important concepts and details in ways that reflect a developmentally appropriate progression with literacy support as needed:</p> <p>Use of visuals Word or phrase bank Simplified text if needed Partially completed organizer (accurate complete copy from which to study) Sentence prompts, paragraph frames and sample related essays to provide modeling for related oral and literacy tasks. After exposure and teacher modeling, Numbered-heads-together to create a class model.</p> <p>Team-generated organizers with strategies such as Within Team Jigsaw or Expert Group Jigsaw OR students collaborate with a partner on an organizer. Structure the task with strategies that promote individually accountability.</p> <p>Use visual support to aide comprehension. Raise the thinking level as possible to promote student language and thought. Examples: Students predict a sequence prior to reading. Then read and reorder the sequence as needed in a Timeline or Sequence of Events Chain. Predict information for a Web, Matrix, Venn Diagram, Fishbone prior to reading. Rank information on the organizer.</p> <p>Team or partner use related sentence prompts or paragraph frames (orally if needed) For example, matching causes with effects or completing prompts or frames.</p>	<p>Students individually complete an organizer and often complete a related follow-up literacy task. Support is provided as needed:</p> <p>Visuals Labels Word or phrase bank Use of simplified text Partially completed organizer Sentence prompts or paragraph frames.</p> <p>Students collaborate to orally share their organizers. (Teacher gives credit for completion and assesses through observations during team and class sharing.)</p> <p>Use Numbered-heads-together to respond to related questions Team/partner or self-assess using an organizer based on class responses or a completed copy.</p> <p>Teacher may collect and assess follow-up sentence prompts or paragraphs and/or students can revise theirs during sharing.</p> <p>On an exam, students demonstrate understanding of big ideas, key concepts, related details and examples through use of a graphic organizer. (With modifications as needed similar to those provided for the individual homework.)</p> <p>Examples: Students place events on a partially completed Timeline. Students fill in missing cells on a Web, Matrix, Venn Diagram, Fishbone with or without a bank of choices. Students rank information on a test and (if able) explain rationale. Students complete sentence prompts on a test. Students match cause and effect.</p>

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<p>Use Connect-two statements for pre-during and post-reading assignments that reflect important connects between key concepts.</p> <p>Share connect-two statements to review.</p> <p>Students collaborate to complete CLOZE paragraphs. (with a word bank if needed)</p>	<p>Complete Connect-two statements and CLOZE for homework and on an exam. (orally if needed)</p> <p>Note. Fill-in-the-blank type questions can be very difficult for ELLs because the blank is often not predictable. Connect-two and CLOZE provide developmental support for fill-in-the-blank test items.</p> <p>Match vocabulary with definitions and answer related multiple-choice questions.</p>
<p>Use a Word Sort for pre-during and post-reading activities that reflect important connects among the key concepts and related vocabulary.</p> <p>Use Numbered-heads-together to answer questions using just the words from the sort.</p> <p>Teams collaborate and use some of the words to team-teach the important ideas from a reading.</p> <p>Teams or partners resort the words to review, possibly combined with words from another sort.</p>	<p>Use the Words from the Sort to demonstrate understanding of the important relationships among the words for homework and later on a test.</p> <p>Organize the words to demonstrate understanding.</p> <p>Organize and orally explain the words and/or write related sentences as able.</p> <p>Insert the words into a CLOZE.</p> <p>Summarize learning in a way that includes all of the words.</p> <p>Answer one or more related essay questions and include all of the words provided.</p> <p>Match definitions with words and answer related multiple-choice questions.</p>
<p>Use the reading strategy of Sketch to Stretch to demonstrate a concept or big idea based on oral input or a reading.</p> <p>Use the reading strategy of Open Mind to demonstrate understanding of characters and historical figures.</p> <p>Use the cooperative structures of Draw-what-I-say to demonstrate comprehension of oral ideas that can be represented visually.</p>	<p>Use Sketch to Stretch in a homework assignment, then on a related test item to demonstrate comprehension of a concept or big idea that can be represented visually and Open Mind to demonstrate important events and ideas of fictional characters and historical figures. Explain orally or in writing to the extent possible.</p> <p>Students draw what they hear for homework or on a test.</p> <p>(These could be alternate homework and test items for students with limited language or literacy skills but are effective for all learners.)</p>

Instructional Strategy	Assessment Suggestion
<p>Students use the reading strategy of an Anticipation Guide to make predictions prior to reading.</p> <p>Teams use the cooperative structure Guess-the-fib to try to trick each other with true and false statements about what they are learning. They share with other teams and explain and correct false statements.</p> <p>Teams predict which true false items might be on a test.</p>	<p>Students answer related true-false questions for homework or on a test.</p> <p>For homework students write two true statements and one false statement related to learning. They try to trick team members about important information and share and discuss false statements.</p> <p>The true false items need to be in the form of positive statements. (True-false test items are very difficult for second language learners and negative statements are particularly difficult for anyone to process.)</p>
<p>Students use vocabulary organizers that promote in-depth understanding of a word: multiple meanings, word families, synonyms, antonyms, prefixes, suffixes, roots.</p> <p>Explicitly teach use of contextual clues, morphological clues, syntactical clues, and use of a dictionary, glossary, and thesaurus and provide multiple practice opportunities.</p> <p>Picture dictionaries and picture cards are used for ELLs as well as developmentally appropriate dictionaries written for nonnative speakers.</p> <p>Focus on most frequently used words. Teach vocabulary in a meaningful context and provide multiple exposure and practice.</p> <p>Teach vocabulary through strategies that promote higher-order thinking: classifying, predicting, ranking related words based on an aspect of comparison, identifying positive and negative connotations, and so forth.</p> <p>Use developmentally appropriate literacy materials to develop comprehension and fluency!</p> <p>Progress from teacher modeling to team modeling and partner use.</p> <p>Teams collaborate on vocabulary organizers and other vocabulary tasks that provide success and challenge for all.</p>	<p>Students complete individual tasks and homework assignments related to word knowledge skills.</p> <p>Students individually demonstrate understanding of new vocabulary by incorporating it correctly into their own writing.</p> <p>Students individually use native language dictionaries as needed and refine understanding of familiar words through use of developmentally appropriate dictionaries.</p> <p>Students individually READ READ READ both fiction and nonfiction that is developmentally appropriate and are held accountable for the reading in ways that authentically demonstrate growth in reading skills.</p> <p style="padding-left: 40px;">Note: Independent reading of comprehensible text provides significant vocabulary growth!</p> <p>On exams students:</p> <p>Match vocabulary with definitions,</p> <p>Answer related multiple-choice (perhaps with fewer choices) complete related fill-in-the blank questions, and incorporate the words into an essay or extended response answer (orally, if needed).</p> <p>Categorize vocabulary, define words orally or in writing, and illustrate a word.</p>

Instructional Strategy	Assessment Suggestion
<p>During instruction students create and/ or are given rubrics or checklists that clearly specify student behaviors sought through performance assessments.</p> <p>Students collaborate with others to use a rubric or checklist to assess samples.</p> <p>The teacher and/or other learners provide modeling of a quality product.</p>	<p>Rubrics and checklists are used for self/peer/ and teacher assessment.</p> <p>Often a common rubric can be used for tasks that reflect differentiation.</p> <p>Example: For a presentation in class, every team or student may be asked to include: evidence of multiple resources, visual support, written statement of the big idea, a topical example, the most important supporting details, a graphic organizer, demonstration of language growth through use of target language/sentence prompts, evidence of preparation, and specific presentation skills. Despite the common rubric, some topics and resources, along with language objectives, may vary based on student proficiency.</p>
<p>Students have copies of the standards they are learning and are informed about what they need to do to be able to meet and exceed standards.</p>	<p>Students record their own progress for each standard they are learning: does not meet, meets, or exceeds. Students take test items directly aligned with a specific content standard.</p> <p>On a test there are items for “meet standards” and additional items for “exceeds standards”</p> <p>Any student who does not meet standards for a specific standard has additional opportunities to demonstrate understanding or skill development.</p> <p>Examples include:</p> <p>Additional time</p> <p>Opportunities to orally explain level of understanding and clarify misconceptions.</p> <p>Peer or teacher tutoring and support.</p>