Analyzing Assessments to Support ELL Learning

Competency

Educator analyzes district, state, and national assessment data as a basis for creating instructional supports for ELL learners.

Key Method

The educator accesses and analyzes data from language proficiency assessments specific to state and from district, state, and/or national content assessments to create goals for ELL language and content area learning. Educators will use these goals to design instructional strategies and classroom level assessments, which will allow them to monitor ELL growth.

Method Components

Essential to appropriate instruction of ELLs is an understanding of students' English Language Proficiency (ELP) levels and the implications of these levels for teaching and learning. Educators must be familiar with their state language proficiency assessments and have a general understanding of ELLs' language development patterns and the methods used by their district and state to assess content knowledge/skills to ensure that instructional practice promotes growth for ELLs.

Educators also need to recognize how these assessments provide useful data for the comparison of student growth across cohort groups. They must recognize that these data points can be valuable in developing an initial understanding of where a student's abilities with language and/or content skills lie, and understand how to interpret the data, use it for comparison, and how to utilize tools provided by assessment coordinators/creators to set growth goals for ELL language and academic progress. However, they also must recognize that these assessments are limited in what they might reveal about a student and must know to use the

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data as one measure of ability and growth within a broader set of tools for monitoring student progress toward these goals.

Key Elements of Assessment/Data Analysis:

- There is a correlation between district/state assessments and state ELP standards.
- Predictions can be made about performance on the state's annual ELP summative assessments based on various data points.
- There are identified ELL language development patterns.
- Each state has a specific vocabulary for describing ELP and/or ELL skill development (i.e., WIDA "Can Do Descriptors").
- Each standardized assessment has a specific strategy for calculating scores and has different cut score levels or data reporting methods. Understanding these strategies is essential for interpreting the data.
- There are specific things that the data reveals. Score reports can be useful for determining areas for growth by language domain or content skill set.
- Assessment creators provide assessment materials for review (i.e., released items, sample questions, etc.). These materials can be used to derive applicable information for instructional use.
- Fluency with accommodation structures and accessibility issues is essential when interpreting data from the assessments under consideration.

Supporting Rationale and Research

Cook, H. Gary, and Robert Linquanti. "Strengthening Policy and Practices for the Initial Classification of English Learners: Insights From a National Working Session." WestEd, WestEd, 2014,
https://drive.google.com/file/d/14dIvO9NefOcrmBw01UJkakPEP1qsC9mW/view?usp=sharing

Fenner, Diane Staeher. (2016). Fair and Square Assessments for ELLs. Fair And Square Assessments for ELLs - Educational Leadership (ascd.org)

Linquanti, Robert, et al(2016). "Moving toward a more common definition of English learner: Collected guidance for states and multi-state assessment consortia." Council of Chief State School Officers, Council of Chief State School Officers, 2016,
http://www.ccsso.org/sites/default/files/2017-10/MoreCommonDefinition-Final_0.pdf

Wolf, Mikyung Kim, et. al. (2010). "Improving the Validity of English Language Learner Assessment Systems" [PDF]. National Council for Research on Evaluation, Standards, and Student Testing (CRESST), The Regents of the University of California, Spring 2010,
https://drive.google.com/file/d/1B7wJGg6csZTLqz8mUGWrJwMNYu3YE34k/view?usp=sharing

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Resources

[WIDA Score Report Interpretation Guide:](#)

[ELP tests by state](#)

[PARCC Accommodations manual](#)

[Smarter Balanced Accommodations manual](#)

[World-Class Instructional Design and Assessment (WIDA) Can Do Descriptors](#)

Submission Guidelines and Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.

Part 1. Overview Questions (Provides Context)

250 - 300 words

Describe your classroom demographics and instructional content goals. How is your instructional practice data-driven for all students? How do you meet the specific needs of your ELL population?

What assessment does your district/state utilize to gather ELP data for ELLs? What are the strengths and limitations of this assessment as a basis for data-driven instructional practices?

Passing: Educator completely answers each question using personal examples and supporting evidence that clearly illustrates the intentional use of data to guide instruction for ELLs. Writing is organized and easy to understand.

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Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following artifacts for evaluation:

Artifact 1: Analysis of Baseline Data
Provide a brief analysis of baseline data provided by the district or state. As a teacher, how do you interpret this data? How do you use this information to inform your instruction and assessment of ELLs? (250 - 300 words)

Artifact 2: Learner Profiles
Learner profiles for at least three ELL students in your classroom. If possible, your profiles should represent students with different levels of English proficiency. The profile should also include a deeper delve into the students' culture (customs, beliefs, etc).(350 - 500 words for each profile)

Each profile should include:
- Three teacher-created goals specific to the student's ELP level and the specific content area of instruction.
- Two actionable steps for achieving goals (i.e. accommodations or modifications, monitoring techniques, instructional plans, etc.) and how evidence will be collected.
- A brief statement of unique student needs (i.e., cultural, social/emotional, etc.).
- Brief statement of the specific district or state goals and/or supports (or lack thereof).

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Analysis of Baseline Data	Explicitly describes the correlation between assessment data and classroom instruction, noting specific examples from personal experience that demonstrate mastery of application Grammar, spelling, and sentence structure enhance clear communication Response is 250 - 300 words	Describes the correlation between assessment data and classroom instruction, but may do so in a general way that shows understanding of the concept, but not in a directly applicable way Grammar, spelling, and sentence structure allow clear communication The response is not 250 - 300 words	Summarizes a concept rather than demonstrating an understanding of application because the correlation between assessment data and classroom instruction is missing Grammar, spelling, and sentence structure inhibit clear communication The response is not 250 - 300 words

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Artifact 2: Learner Profiles	Profile has explicit, achievable goals and measures that combine information from ELP score reports and content area assessment data to reflect student language and academic needs and specific ways teacher will support students toward those goals	Profile has achievable goals and measures that combine information from ELP score reports and content area assessment data, but may miss one or more aspects of student needs, and/or teacher details support for student goals in a non-specific way	Information on student goals and measures are unattainable or neglected by teacher practices
	Grammar, spelling, and sentence structure enhance clear communication	Grammar, spelling, and sentence structure allow clear communication	Weak connection between goals chosen, ELP score reports, and content area assessment data
			Grammar, spelling, and sentence structure inhibit clear communication
	Each profile is 350 - 500 words	Profiles are not 350 - 500 words	Profiles are not 350 - 500 words

Part 3. Reflection

300 - 400 words

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Reflect on your analysis of assessments to support ELL learning using the following guiding questions:

How have you monitored the progress of your ELLs toward the goals in your learner profiles? What progress have your students made toward these goals? How will you know you've been successful in the end?

Passing: Response utilizes specific details from learner profiles and provides concrete evidence of data-driven instructional strategies employed with one or more students. Writing is organized and easy to understand.

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