Analyzing Assessments to Support ELL Learning

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 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 state’s annual ELP summative assessments based on various data points.
- There are identified ELL language development patterns.
- Each state has 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 Research**


**Resources**

Data Interpretation

JELP tests by state: https://www.nap.edu/read/13090/chapter/11


World Class Instructional Design and Assessment (WIDA) Can Do Descriptors: https://www.wida.us/standards/CAN_DOs/

**Submission Guidelines & Evaluation Criteria**

To earn the micro-credential, you must receive a “passing” for Parts 1 and 3 and a “Proficient” evaluation for each artifact in Part 2. Answer the questions

**Part 1. Overview Questions**

250 word min 300 word max

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?

- **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.

250 word min 300 word max

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
Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit the following artifacts for evaluation. Please put all responses in a clearly labeled single document.

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-word min 300-word max)

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. (400-word min 500- word max for each profile)

Your 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.
- Brief statement of unique student needs (i.e., cultural, social/emotional, etc.).
- Brief statement of specific district or state goals and/or supports (or lack thereof).

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<th>Artifact</th>
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<tr>
<td>Artifact 1: Analysis of Baseline Data</td>
<td>Explicitly describes the correlation between assessment data and classroom instruction, noting specific examples from personal experience that demonstrate mastery of application</td>
<td>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</td>
<td>Summarizes a concept rather than demonstrating an understanding of application because the correlation between assessment data and classroom instruction is missing</td>
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<td>Artifact 2: Learner Profiles</td>
<td>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 data-driven instructional strategies teacher will use to support students toward those goals</td>
<td>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</td>
<td>Information on student goals and measures are unattainable or neglected by teacher practices</td>
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<td>Grammar, spelling, and sentence structure enhance clear</td>
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<td>Weak connection between goals chosen, ELP score reports, and content area assessment data</td>
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Part 3. Reflection

300 word min 400 word max

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? What data-driven instructional strategies did you use? 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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