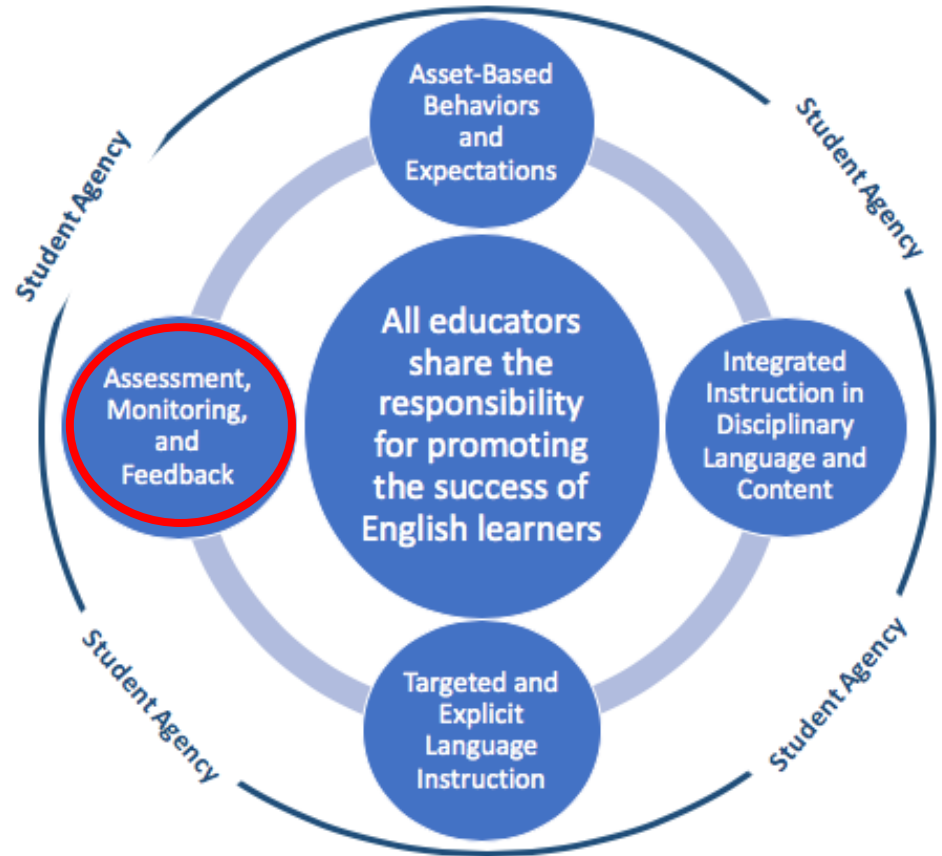


Closer Look into Principle 4

Welcome!



Kathy Hoffman
Superintendent of Public Instruction



Today's Objectives

- Participants will *reflect on* and *discuss Principle 4 of the Arizona's Language Development Approach*.
- Participants will *reflect on* ways to use assessments to make instructional decisions.
- Participants will *make connections* between Principle 4 and their own context.

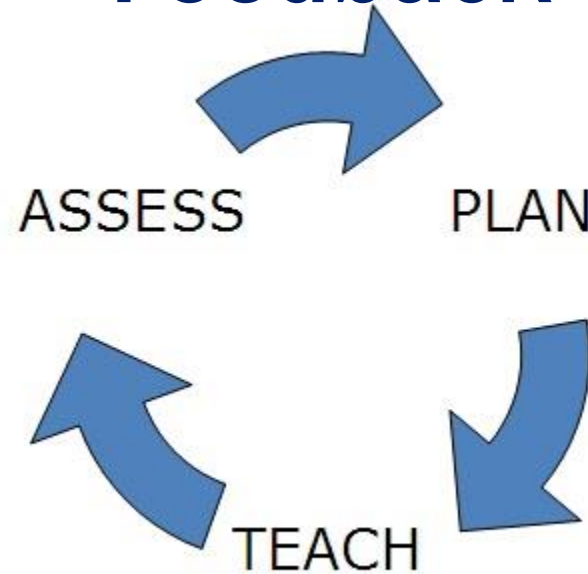


Information Previously Provided

- **Arizona's Language Development Approach**
- **SEI Models Overview Training provided an introduction to Principle 4 in Action**
- **SEI Models Implementation Guide**



Assessment, Monitoring, and Feedback



Assessments provide educators with information to **analyze** in order to develop an understanding of what students **know**, **understand**, and **can do** with their knowledge as a result of their educational experience.

Types of Assessments

Formative

Summative

Summative Assessments

Ensure that educators are noting a student's **level of current achievement** after a period of learning has occurred.

They may be classroom-based, district-based, or statewide.



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Formative Assessments



LDA calls for a process in which teachers and students use **during instruction** to provide information about student learning, **minute-by-minute, day to day, and week-to-week** in order to continuously adapt instruction to meet the needs of ALL students.

Formative Assessments

Physical Responses

Technology Responses

Written Responses

Verbal Responses



Example 1



Questioning

1 for Formative or 2 for Summative

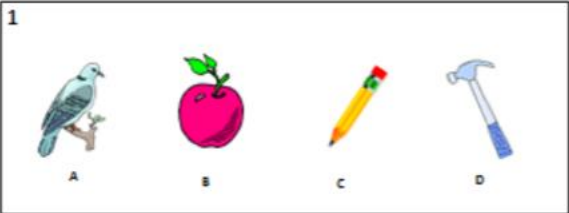
Example 2

Stage III Listening Sample Test

Stage III Listening

DIRECTIONS Listen to the questions and the answers. Fill in the correct circle on your answer document.

1



A B C D

2

A. at home
B. at school
C. on a bus
D. on a tree

3

A. Hikers explore canyons.
B. Hikers use maps and guides.
C. Arizona is a great place for hikers.
D. Arizona has forests, deserts, and canyons.

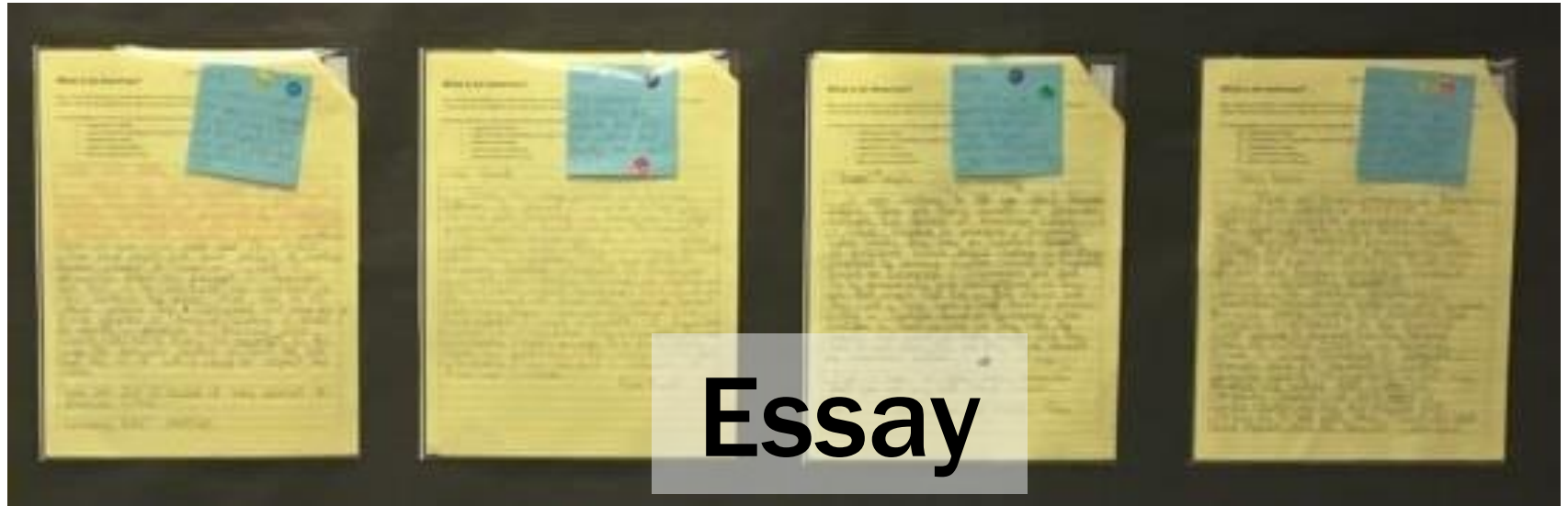
4

A. Lunch
B. Math
C. Reading
D. Science

AZELLA
Reassessment

1 for Formative or 2 for Summative

Example 3



1 for Formative or 2 for Summative

Example 4



1 for Formative or 2 for Summative

Professional Development

SEI Model documents state that LEAs should provide **professional development** to teachers, instructional coaches, and site and district administrators around **how to read data to make data-driven decisions** for lesson planning, resource allocation, and professional development and support.



Contingent Assessment



Margaret Heritage
Understanding Language

Instruction and Assessment Connection

- **Lessons include opportunities for students to:**
 - use *academic* language in a *structured* way allowing teachers to measure and provide feedback on student progress.
 - engage in academic tasks that provide information about student *learning* and *understanding*.
 - *self-reflect* on and *assess* one's own learning.
- **Assessments are designed to:**
 - measure student *language*.
 - measure student *understanding of content*.



Three Functions of Assessment Needed to Inform Instruction



Screening

- Target a group of students

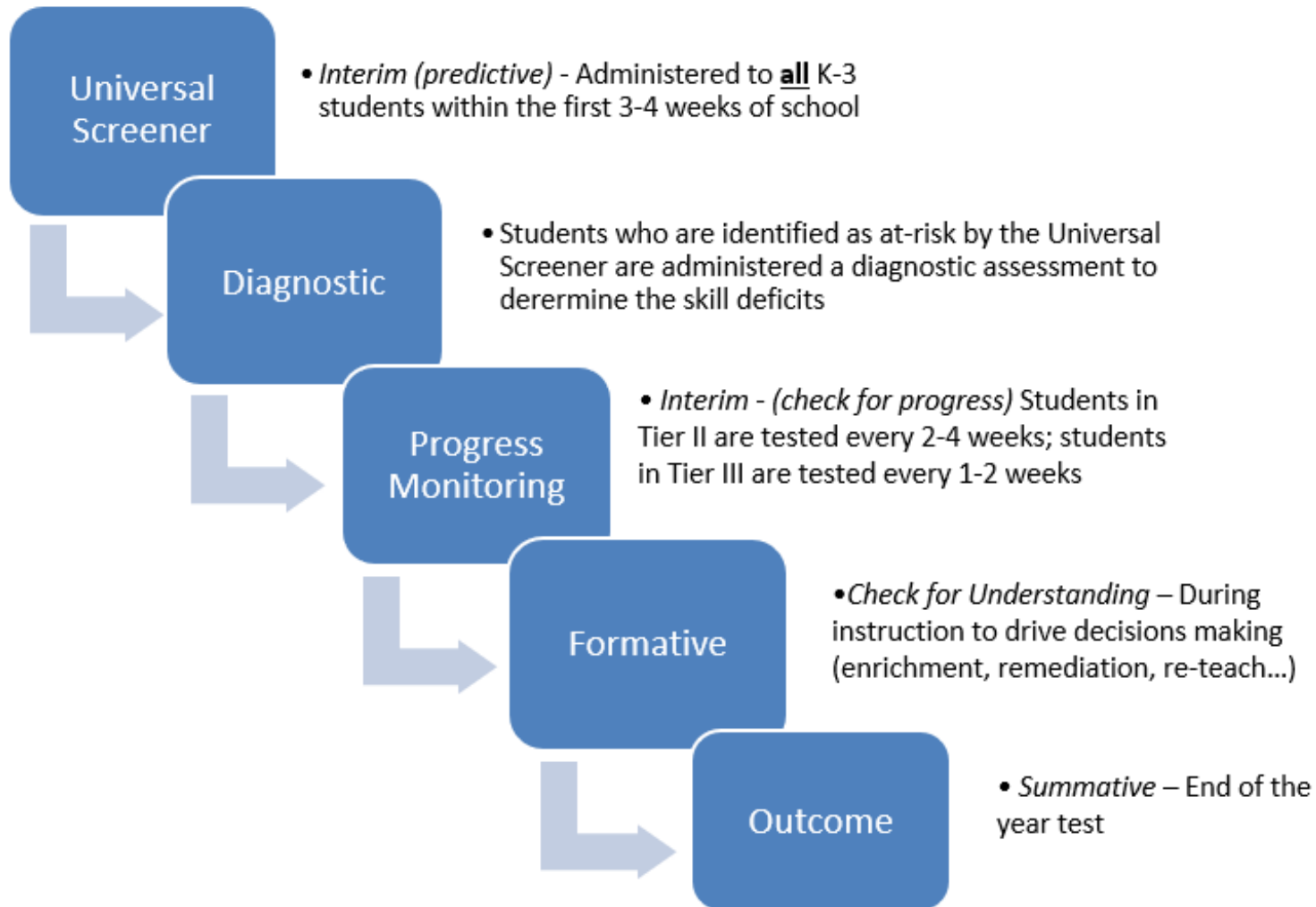
Diagnostic

- Pinpoint instructional needs

Progress Monitoring

- Shows whether the instruction is effective

Assessments



Where to Start?

- **Summative Data:**
 - AZELLA proficiency
 - Report Cards
- **Formative Data:**
 - Screeners
 - Pre-Test



Instructional Plan

- **What do students need to learn?**
- **Why do they need to know this?**
- **How will they know if they learned it?**



Performance Indicator

Grades 2-3

AZ ELP - Standard 2: RECEPTIVE COMMUNICATION

By the end of each language proficiency level, an English learner can: *determine the meaning of words and phrases in oral presentations and literary and informational text.*

PE/E-3: APPLY context clues, information from visual aids, reference materials, and knowledge of grade-appropriate English morphology to determine meaning of unknown words.



What Are the Skills?

Unwrapped Performance Indicator

APPLY:

- context clues to DETERMINE meaning of unknown words
- information from visual aids to-DETERMINE meaning of unknown words
- reference materials to DETERMINE meaning of unknown words
- knowledge of grade-appropriate English morphology to DETERMINE meaning of unknown words



What Am I Going to Learn?

Objective – I will determine meaning of unknown words using context clues.



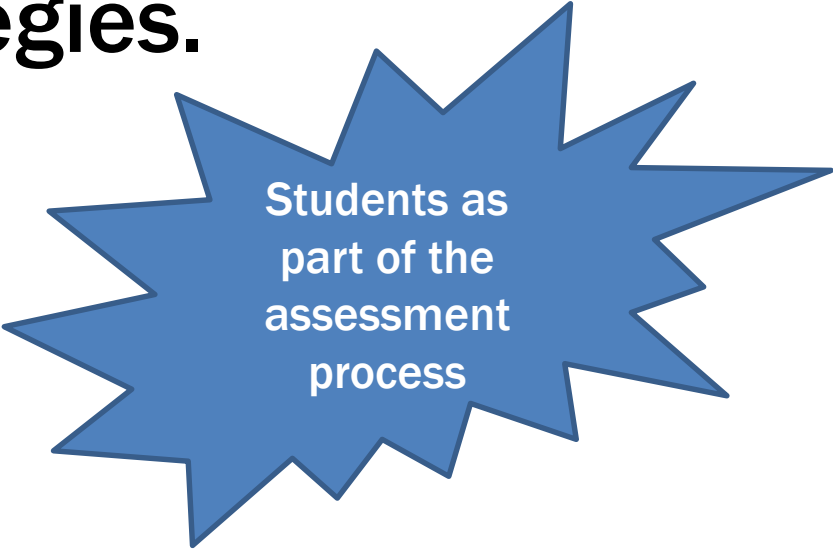
Why Am I Going to Learn it?

Purpose – There are currently 171,476 English words and therefore it is likely that I will come across a word I have never seen or used before. In order to comprehend what I read I need to know what the words mean.



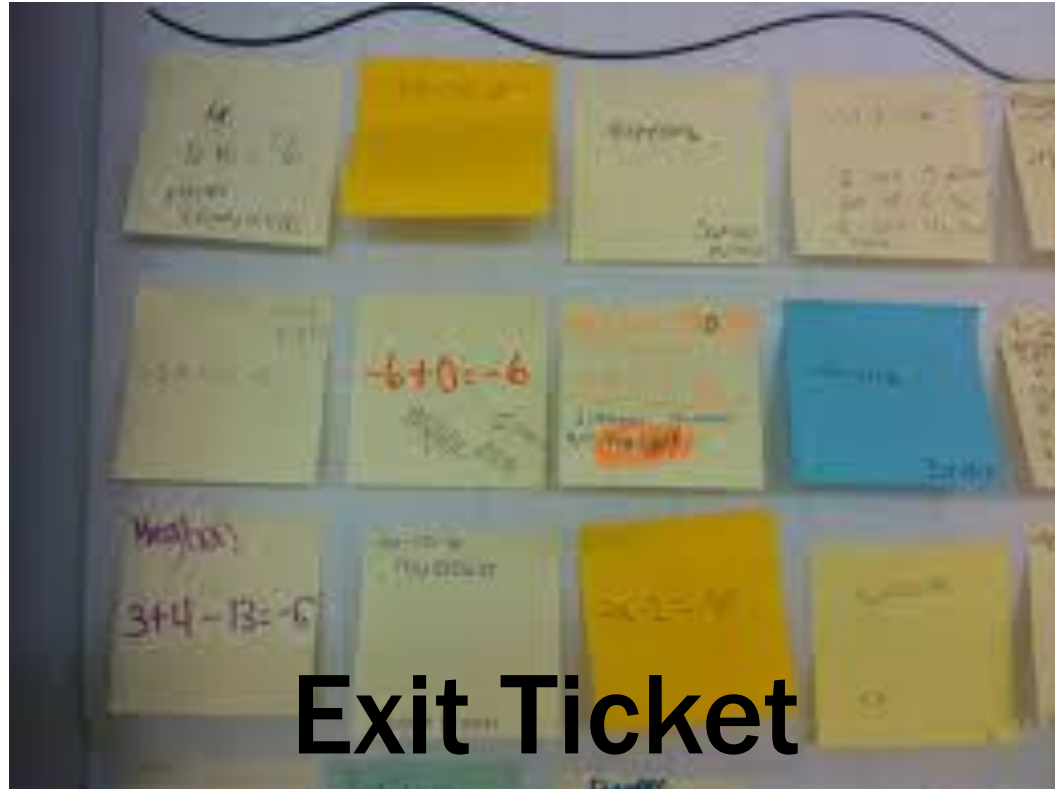
How Will I Know?

Success criteria – I will be able to determine the meaning of an unknown word using one of the context clue strategies.



Students as
part of the
assessment
process

Gather Data



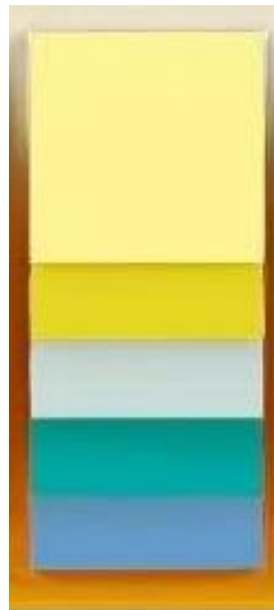
Exit Ticket

Evaluate Data

**Correct
Response**



**Need
Clarification**



Reteach

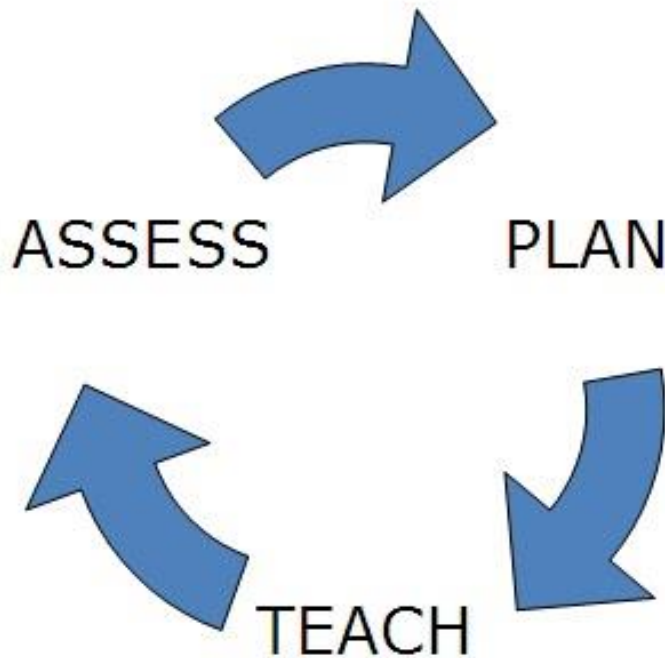


Feedback

Provide students immediate and specific feedback on:

- **language development**
- **skill development, and**
- **content knowledge**

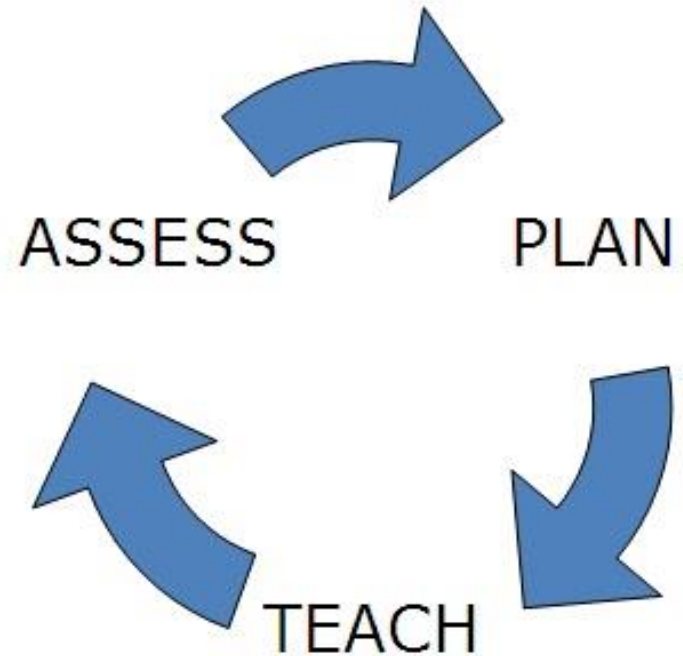
Assessment, Monitoring, Feedback



- **Assess Prior Knowledge**
- **Plan Lesson**
- **Teach**
 - **Objective**
 - **Purpose**
 - **Success Criteria**
- **Assess**
 - **Formative Assessment**
 - **Gather Data**
 - **Evaluate data**
 - **Feedback**
- **Plan Next Lesson**

Data Talks

Providing **regularly-scheduled time** at least monthly to allow for collaborative data talks between the site-based ELD Specialist and grade-level/content area teams, resulting in **targeted ELD groups** and **differentiated ELD instruction** that are based on real-time formative assessment data.



Where Should I Go From Here?



- **Have we scheduled time for data talks?**
- **What data do we have from assessments are we already administering?**
- **What PD have we provided or have scheduled for teachers on formative assessments?**

Did We Meet Our Objectives?

- Participants will *reflect* and *discuss Principle 4 of Arizona's Language Development Approach*.
- Participants will *reflect on* ways to use assessments to make instructional decisions.
- Participants will *make connections between Principle 4 and their own context*.



Additional Questions & Support



EL Coordinators – Please reach out to your OELAS Regional Specialist.

- *Unsure who your assigned Regional Specialist is?*
- Please reach to OELAS at OELAS@azed.gov or visit <https://www.azed.gov/oelas>

Thank You!

