



## *Great Public Schools for Every Student*

### **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 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 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://www.wested.org/resources/strengthening-policies-and-practices-for-the-initial-classification-of-english-learners/>

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](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, <http://files.eric.ed.gov/fulltext/ED520528.pdf>

Zaslavsky, A. (Ed.). "Quality and Comparability of State Tests of English Language Proficiency." In A. Zaslavsky (Ed.), Allocating federal funds for state programs for English language learners [PDF]. National Academies of Sciences Engineering Medicine, National Academy of Sciences, 2011, <https://www.nap.edu/read/13090/chapter/5>

## Resources

WIDA Score Report Interpretation Guide: <https://wida.wisc.edu/resources?keys=interpretive+guide>

ELP tests by state:

<https://www.nap.edu/read/13090/chapter/11>

PARCC Accommodations manual:

<http://www.parcconline.org/assessments/accessibility/manual>

Smarter Balanced Accommodations manual:

<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>

World-Class Instructional Design and Assessment (WIDA) Can Do Descriptors:

<https://wida.wisc.edu/resources?keys=can+do+descriptors>

## Submission Guidelines & 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

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.

### Part 2. Work Examples / Artifacts

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. (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).

	Proficient	Basic	Developing
Artifact1: Analysis of Baseline Data	<p>Explicitly describes the correlation between assessment data and classroom instruction, noting specific examples from personal experience that demonstrate mastery of application</p> <p>Grammar, spelling, and sentence structure enhance clear communication</p> <p>Response is 250 - 300 words</p>	<p>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</p> <p>Grammar, spelling, and sentence structure allow clear communication</p> <p>The response is not 250 - 300 words</p>	<p>Summarizes a concept rather than demonstrating an understanding of application because the correlation between assessment data and classroom instruction is missing</p> <p>Grammar, spelling, and sentence structure inhibit clear communication</p> <p>The response is not 250 - 300 words</p>
Artifact 2: Learner Profiles	<p>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</p> <p>Grammar, spelling, and sentence structure enhance clear communication</p> <p>Each profile is 350 - 500 words</p>	<p>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</p> <p>Grammar, spelling, and sentence structure allow clear communication</p> <p>Profiles are not 350 - 500 words</p>	<p>Information on student goals and measures are unattainable or neglected by teacher practices</p> <p>Weak connection between goals chosen, ELP score reports, and content area assessment data</p> <p>Grammar, spelling, and sentence structure inhibit clear communication</p> <p>Profiles are not 350 - 500 words</p>

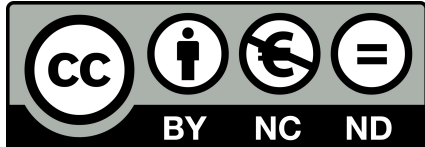
## Part 3. Reflection

300 - 400 words

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.



*Except where otherwise noted, this work is licensed under:*

*Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0)*

<http://creativecommons.org/licenses/by-nc-nd/4.0/>