Assessment - ESOL Testing and Evaluation

COMPONENT #: 1-701-001   **POINTS TO BE EARNED:** 60 MPP

<mark>**PART I – PLANNING**</mark>

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to identify factors that affect assessment of English language learners (ELLs) including linguistic bias, test adaptations and accommodations. Additionally, the participant will explore federal assessment policies and interpretation of assessment data.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities
☐ Leadership
☐ Resources
☐ Data

X Learning Designs
☐ Implementation
☐ Outcomes

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning
X The Learning Environment
X Instructional Delivery and Facilitation

X Assessment
☐ Continuous Professional Improvement
☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

☐ Student Learning Results
☐ Student Learning as a Priority
☐ Instructional Plan Implementation
☐ Faculty Development
☐ Learning Environment

☐ Decision Making
☐ Leadership Development
☐ School Management
☐ Communication
☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

X PS 2 – Knowledge of Learners
X PS 3 – Instructional Planning
X PS 4 – Instructional Delivery and Engagement
X PS 5 – Assessment

X PS 6 – Communication
☐ PS 7 – Professionalism
X PS 8 – Learning Environment

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

X Educator knowledge/skill (content)
X Educator (professional growth)

X Student learning
☐ Organizational support and change

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SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

Standard 1: Assessment Issues for ELLs
Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.
Performance Indicators
5.1.A   Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.B   Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.C   Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.D   Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.E   Distinguish among ELLs' language differences, giftedness, and special education needs.

Standard 2: Language Proficiency Assessment
Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.
Performance Indicators
5.2.A   Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
5.2.B   Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
5.2.C   Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

Standard 3: Classroom-Based Assessment for ELLs
Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

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Performance Indicators
5.3.A   Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.
5.3.B   Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.
5.3.C   Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.
5.3.D   Prepare ELLs to use self- and peer-assessment techniques, when appropriate.
5.3.E   Assist ELLs in developing necessary test-taking skills.
5.3.F   Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments (e.g., portfolios, checklists, and rubric).

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participants will have a variety of experiences that will include, but are not limited to, the following professional development designs:
   Learning and application through a blended/hybrid format that will include
   o   Web based resources
   o   Discussion of research-based best practices
   o   Reflection
   o   Case Studies
   o   Collaborative learning activities
   o   Review of current research
   o   Protocols
2. Modify existing teacher-made and criterion referenced tests/other assessments instruments.
3. Develop appropriate assessment procedures for materials currently used in the district.
4. Develop appropriate informal (checklists, teachers' observations, sampling of student work, etc.) assessments for LEP students.
5. Participants will engage in presentations, discussions and other activities which help them master the identified competencies.
6. Discuss ways to interpret to the parents, assessment of students' progress.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

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X Provide educators with web-based resources and assistance to support implementation of professional learning.

<mark>PART IV – EVALUATION</mark>

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skill: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events; will also include reflective journal entries of participants after receiving feedback from their peers.
2. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.
3. Student Learning: Evidence will include evidence of implementation through documented impact on student achievement.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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