

Learners Potential

Strategies for Making Content Accessible

Second Edition

Diane Staehr Fenner

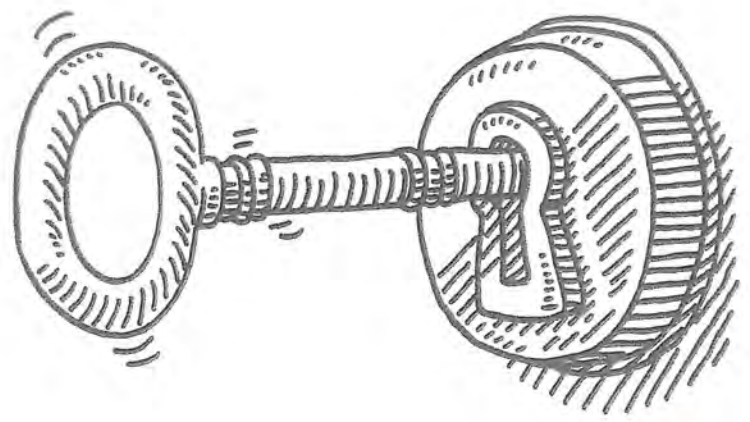
Sydney Snyder

Meghan Gregoire-Smith

Foreword by Emily Francis

CORWIN





FORMATIVE ASSESSMENT FOR MLs

9

Ms. Weber teaches biology in a suburban high school in Washington State, and this is her third year in the classroom. Her class contains a large number of emergent multilingual learners (MLs) at all levels of English proficiency who bring varying amounts of knowledge in biology from their previous education. Although she is working with her school's English language development (ELD) teacher to scaffold her lessons so that her emergent MLs can access the biology content and develop academic language, she is at a loss as to what she should do on her classroom assessments. Her students have to take an end-of-year biology multiple-choice content test in English that is required by the district, and she wants to prepare her students for that assessment measure. However, she recognizes that her students' developing proficiency in English does not always allow them to accurately show what they know and can do in biology without supports. Ms. Weber wants to find a way to create classroom assessments that provide her emergent MLs with a means to demonstrate what they have learned in biology and also give her some insights into where she might need to adapt her instruction.

REFLECTION QUESTIONS

1. What are some challenges you face assessing your MLs' acquisition of language and content?
2. What do you do to address these challenges?



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This chapter will highlight the necessity of creating formative assessments that measure MLs' acquisition of academic language and content to support all teachers in sharing the responsibility and joy of teaching MLs. We will first define formative assessment and provide a summary of relevant research on the practice of formative assessment for MLs. We will include opportunities for you to apply the topic, including guidance on creating appropriate classroom assessments for MLs based on MLs' English proficiency levels and how you can use formative assessment results to inform instructional planning for MLs. Finally, we will give you examples and practical recommendations on the use of formative assessment with ML newcomer students and students with limited or interrupted formal education (SLIFE). While there are many ways that assessment can serve MLs, this chapter will focus on formative assessment. The concept of scaffolding formative assessments may be new to you, or you already may be thinking of instructional activities as a type of formative assessment to monitor and measure MLs' progress in language and content. No matter where you are in terms of your expertise on developing and using formative assessment for MLs, this chapter aims to scaffold you up to the next level.

What Is Formative Assessment?

To begin our exploration of formative assessment for MLs, let's first situate formative assessment within a larger context. In her framework of assessment, Gottlieb (2016, 2021a) conceptualizes assessment in three main types: assessment *as* learning, assessment *for* learning, and assessment *of* learning.

- **Assessment *as* learning emphasizes students as active participants in their own learning, with a focus on developing their metacognitive, metacultural, and metalinguistic awareness.** An example of assessment *as* learning is when students create their own language development goals and reflect on their growth.
- **Assessment *for* learning embraces the role of teachers in making instructional decisions from classroom data gathered on an ongoing basis.** An example of assessment *for* learning is when a teacher uses an observation checklist to take notes on students' use of academic language and then adjusts their instruction based on those notes.
- **Assessment *of* learning generates data for summative purposes.** Annual English language proficiency assessments and state content exams used for accountability are examples of assessment *of* learning.

Assessment *as*, *for*, and *of* learning can be thought of as a continuum (see Figure 9.1) as there can be overlap, and they can happen simultaneously.

APPLICATION ACTIVITY 9.1: REFLECTING ON ML ASSESSMENTS IN YOUR CONTEXT

Consider Gottlieb's framework of assessment (*as*, *for*, and *of* learning). Reflect on the different types of assessments you use in your context with MLs. Complete Figure 9.1 by identifying assessments you use with your MLs, whether the assessment is *as*, *for*, and/or *of* learning, and the purpose of the assessment. An example has been completed for you.

FIGURE 9.1 REFLECTING ON ASSESSMENT *AS*, *FOR*, AND *OF* LEARNING

ASSESSMENT	AS, FOR, OR OF LEARNING	PURPOSE
Exit tickets	<u>for</u> learning	I use various types of exit tickets to gather information on ML learning at the end of a lesson and inform my next instructional steps.

(Continued)

(Continued)

REFLECTION QUESTIONS



1. What elements of the FAST SCASS formative assessment definition stand out to you? Why?
2. Which of your ML assessments from Application Activity 9.1 are formative assessments?
3. Where do you see opportunities to embed more formative assessments of MLs into your context?



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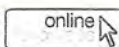
APPLICATION ACTIVITY 9.1: REFLECTION QUESTIONS



Review the types and purposes of the assessments you included in Figure 9.1 and respond to the questions below.

1. Which type of assessment (*as*, *for*, or *of* learning), do you see most often in your context with MLs?

2. How do you use the data from the assessments in your context?



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The Council of Chief State School Officers' (CCSSO) Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS) defines **formative assessment as** (2018)

a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence

of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

Effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

- Clarifying learning goals and success criteria within a broader progression of learning;
- Eliciting and analyzing evidence of student thinking;
- Engaging in self-assessment and peer feedback;
- Providing actionable feedback; and
- Using evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps. (pp. 2–3).

This definition of formative assessment embodies aspects of both assessment *as* and assessment *for* learning in that it acknowledges both students and teachers as part of the formative assessment process. Assessment *as* learning empowers students to become more “self-directed learners” through goal setting, self-assessment, and peer assessment. Assessment *for* learning honors teachers as decision-makers and leverages their expertise. Embedded in teaching routines, assessment *for* learning is a direct expression of instruction, inviting student voice and revolving around providing descriptive, helpful feedback to teachers (Gottlieb, 2016, 2021a; Stiggins, 2005). In this chapter, we examine formative assessment for teachers of MLs as an example of assessment *as* and *for* learning. Formative assessment empowers MLs to be active participants in their own learning. Additionally, it allows for teachers to design, implement, and integrate assessments that are valid and reliable and, most importantly, provide valuable information to inform their instruction of MLs.

What Does the Research Say on Assessment for MLs in General?

Our work with MLs and their teachers is based on an advocacy framework in which the concept of **scaffolded advocacy—or providing just the right amount of temporary advocacy on the basis of students’ strengths and needs**—is crucial to support their academic achievement (Staehr Fenner, 2014a). The goal of scaffolded advocacy is to support students in being able to self-advocate. And nowhere do advocacy and equity for MLs play a more important role than in assessment, which can have detrimental consequences for MLs if not designed with MLs’ unique attributes in mind.

To begin, we will explore the issues of assessment in a broad sense for MLs, focusing on **summative assessments, or assessments that occur at**

the end of a unit of instruction or academic year. These summative-assessment scores are usually compared against a standard or other benchmark. Research has clearly demonstrated that summative assessments designed mainly for native English speakers may not be as reliable and valid for emergent MLs (Abedi, 2006; Abedi & Linqunti, 2012; National Academies of Sciences, Engineering, & Medicine [NASEM], 2017, p. 418). In fact, the average scores for emergent MLs on the 2017 reading and math National Assessment of Educational Progress (NAEP), or “nation’s report card,” were significantly lower than average scores for native speakers of English, and the gap between emergent MLs and their peers has remained essentially unchanged between 2007 and 2017 (Office of English Language Acquisition, 2018). Data from school year 2018-2019 shows that 46.7 percent of all students who took their statewide mathematics assessment scored proficient or above proficient, whereas 26.4 percent of emergent MLs who took the assessment scored proficient or above proficient, and 51.1 percent of former MLs scored proficient or above proficient. Similarly, data for school year 2018-2019 shows that 50.9 percent of all students who took their statewide reading/language arts assessment scored proficient or above proficient, whereas 23.9 percent emergent MLs who took the assessment scored proficient or above proficient, and 56.6 percent of former MLs scored proficient or above proficient (U.S. Department of Education, 2023). Note that former MLs, those MLs that have been reclassified and exited the ELD program by attaining English proficiency, are outperforming all students, including native English speakers. This fact highlights that while we may not always see immediate, obvious benefits in using the strategies outlined in this book in terms of MLs’ scores on assessments, when we look at longitudinal data we can clearly see the value of ML teachers’ hard work and the advantages of multilingualism for MLs.

As the data demonstrates, current summative-assessment measures present issues of reliability and validity for MLs. However, if teachers design assessments taking MLs’ strengths into consideration, formative assessments hold great promise as a way for MLs to demonstrate what they know and can do in content as well as language. Gottlieb (2021b) writes,

Classroom assessment can be a powerful linguistic and culturally sustaining process for both MLs and their teachers. Integral to educational parity, classroom assessment can stimulate ML engagement and represent the interplay between content and language as a means of advancing student learning. (p. 1)

What Is the Role of Formative Assessment With MLs?

Assessment of emergent MLs is more complex than assessing non-MLs, as emergent MLs are developing both content knowledge and English language skills simultaneously. Formative assessment allows educators an opportunity

to collect evidence on MLs' progress in content knowledge and language development and make immediate instructional decisions based on that evidence. In addition, formative assessment has the benefit of fostering students' engagement with their own learning and acquisition of language.

As educators begin to use formative assessments with MLs in their classrooms, it is important to remember that formative assessments should not take substantial time from classroom instruction and should be seamlessly integrated into instructional routines. Educators can develop checklists, rubrics, and other formative assessment tasks to continuously monitor and respond to MLs' content learning and language development. When creating these formative assessments for MLs, teachers should develop tasks that ask MLs to use multimodalities to show what they know to ensure they are able to accurately measure their understanding (Gottlieb, 2021b; Llosa & Gerzon, 2022). Furthermore, teachers can leverage students' home language and invite MLs to communicate in their preferred language when appropriate. Gottlieb (2021b) shares,

Students today need to engage in increasingly complex and sophisticated spoken, written, and multimodal texts for different purposes, audiences, and topics. One such communication mode unique to multilingual learners is their interaction in multiple languages. When teachers adopt multiple languages as a multimodal resource for instruction and assessment, multilingual learners benefit immensely, not only academically, but also in helping to shape their identities. (p. 8)

Formative assessment for MLs also has the benefit of increasing student agency. **Student agency means that students are empowered to make decisions about and are actively engaged in their learning.** Using goal setting, self-assessment, and peer assessment as a part of ongoing formative assessment encourages MLs to build metacognitive skills and metalinguistic awareness to progress in their learning. For instance, MLs and teachers can work collaboratively to set individual goals for language development at the beginning of a unit. Then, throughout the unit, MLs can engage in self-assessment and peer assessment to analyze their progress toward those goals and make decisions about how to continue to work toward their goals. To support this process, it is imperative that teachers establish clear success criteria (e.g., student-friendly rubrics, sample responses, checklists) and communicate the criteria to students to ensure that students know they are making progress toward their goal (Brookhart, 2020).

How Do I Structure the Formative-Assessment Process for MLs?

The ultimate benefit of using formative assessment for MLs is that it provides teachers with ongoing insights into students' learning and supports teachers in



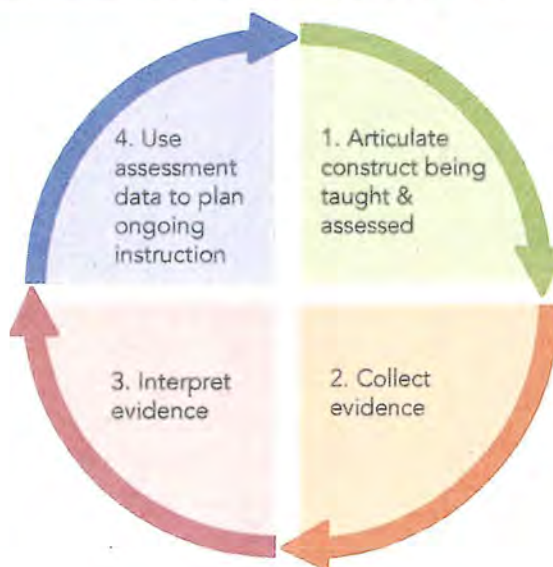
UNLOCKING RESOURCES

To see how fourth-grade teacher Taryn Michael uses self-assessment in her classroom, watch the video titled *Students Engaging in Self-Assessment* (Snyder & Staehr Fenner, 2021).

The video can be found on the online companion website. To access the companion website, please visit resources.corwin.com/FennerUnlocking2E

adjusting their instruction accordingly. Teachers can structure the formative-assessment process in four basic steps, shown in Figure 9.2.

FIGURE 9.2 FORMATIVE ASSESSMENT-PROCESS FOR MLs



Source: Adapted from Alvarez, Ananda, Walqui, Sato, and Rabinowitz (2014).

Figure 9.3 includes more details around each of these steps and describes how each step is unique for teachers of MLs. We apply these steps to one classroom and one student later in the chapter.

FIGURE 9.3 FOUR-STEP PROCESS FOR STRUCTURING FORMATIVE ASSESSMENT FOR MLs

STEP TO STRUCTURE FORMATIVE-ASSESSMENT PROCESS FOR MLs	EXPLANATION FOR TEACHERS OF MLs
Step 1: Articulate the construct being taught and assessed: teacher and/or student articulate learning objectives and success criteria	- Teachers consider what is being taught and assessed, whether content or language are part of the learning objectives or success criteria, and what aspects of content or language are relevant. - Teachers should refer to content and language objectives in this step to ensure assessment alignment. - Teachers and students should have a shared understanding of success criteria, and rubrics or checklists should be aligned to these criteria.
Step 2: Collect evidence about MLs' learning: teacher gathers evidence to	Depending on the learning objectives from Step 1, teachers can decide how language dependent the formative-assessment task will be. If the focus is content knowledge, teachers may choose to use tasks that are less language dependent (e.g., visual or performance tasks).

STEP TO STRUCTURE FORMATIVE- ASSESSMENT PROCESS FOR MLs

EXPLANATION FOR TEACHERS OF MLs

determine where the student is in relation to learning objective

- Consider using open-ended tasks that allow students at various levels of English proficiency to demonstrate learning (e.g., a prompt that asks students to write and/or draw their response).
- Use tasks that have multiple avenues for MLs to demonstrate their learning (e.g., students create a poster with writing and visuals and then explain their ideas orally).

Step 3: Interpret evidence: teacher and/or student look at evidence to provide feedback on the status of student learning

- Language and content are closely linked, but it may be useful to analyze the two separately when looking at student work depending on what you prioritize in Step 1.
- Student interpretation can be accomplished through peer assessment or self-assessment using a student-friendly rubric or checklist.

Step 4: Use assessment data to inform ongoing instruction: teacher develops and implements next steps based on data collected in Step 2 and interpreted in Step 3

- Teachers consider the conclusions drawn from Step 3 to inform subsequent teaching and learning activities.
- Teachers design learning activities to address content misconceptions, skills needing additional practice, or language development needs.
- Students can be involved in next steps by providing them choice in learning activities designed to practice skills or internalize information and setting goals for their learning.

Source: Adapted from Alvarez, Ananda, Walqui, Sato, and Rabinowitz (2014).

Student Name	4Ls	Talk Moves	Target Vocabulary	Complete Sentences	Observation Notes
Felipe	✓	✓		✓	
Daniella	✓	✓			
Adio	✓	✓		✓	

Student Name	4Ls	Talk Moves	Target Vocabulary	Complete Sentences	Observation Notes
Zuri	✓✓	✓✓✓		✓	
Jorge	✓	✓			
Alejandra	✓	✓✓		✓	

Student Name	4Ls	Talk Moves	Target Vocabulary	Complete Sentences	Observation Notes
Luis					
Kwame		✓			
Anika	✓	✓✓			

Third-grade teacher Anah Alie and ELD teacher Myunghee Chung use a discussion checklist in math class to collect evidence on students' listening and speaking during small-group discussions. The checklist is organized by group and includes space for the teachers to quickly mark whether or not a student is using the targeted skills along with space for observation notes. After the lesson, the teachers review information from the checklist together to determine next steps. Note that the 4Ls stand for look at your partner's eyes, lean toward your partner, lower your voice, and listen attentively. Student names have been changed.

Source: Anah Alie and Myunghee Chung

How Can I Collect and Interpret Formative-Assessment Evidence to Inform Instruction of MLs?

APPLICATION ACTIVITY 9.2: FORMATIVE-ASSESSMENT BRAINSTORM

There are a variety of formative assessments you may wish to consider for collecting evidence of your MLs' learning. Brainstorm a list of the various types of formative assessments that you already use in your classroom in the box below.

Example: Exit tickets

Figure 9.4 includes a sample of different categories of formative assessments and some examples of each. We have built in space for you to indicate which types of formative assessments have been effective for your MLs. You may be surprised at the types of activities that are already part of your practice that you could use for formative assessment.

FIGURE 9.4 CATEGORIES OF FORMATIVE ASSESSMENTS AND EXAMPLES

CATEGORY OF FORMATIVE ASSESSMENT	EXAMPLES	MY NOTES ON THE EFFECTIVENESS FOR MLs
Physical demonstration	• Hands-on tasks • Acting out concepts • Gestures • Other: _____	
Pictorial products	• Drawings • Models • Graphs • Other: _____	
Graphic organizers	• Charts and tables • Venn diagrams • Sorts • Other: _____	

CATEGORY OF FORMATIVE ASSESSMENT	EXAMPLES	MY NOTES ON THE EFFECTIVENESS FOR MLs
Written products	• Captions of images • Reading response or content area logs • Exit tickets • Other: _____	
Oral assessments	• Oral interviews • Reports • Retelling • Role-plays • Audio or video recording • Other: _____	
Student Choice and Self-Assessment Tasks	• Tic-Tac-Toe choice board • Checklist • Rating scale • Other: _____	

APPLICATION ACTIVITY 9.2: REFLECTION QUESTIONS



Review your list of formative assessments and the categories of formative assessment outlined in Figure 9.4.

1. What categories would you divide those assessments into?

2. Which types of formative assessment would you like to add to your toolbox?



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In our work with teachers of MLs, we often find that Steps 3 and 4, interpret evidence and use assessment data to inform ongoing instruction, are the most challenging areas. After teachers collect evidence from a formative assessment, they may be unsure as to how to actually use the evidence to make changes to their instruction of MLs. To provide guidance to teachers on these important steps, we created a tool (Figure 9.5), which details instructional scaffolding and strategies you can use that are tailored to the three levels of academic language (word/phrase, sentence, and discourse) to help emergent MLs move to the next proficiency level. These scaffolds and strategies are suggestions, not mandates, so we encourage you to use this tool as a starting point considering student grade level and English language proficiency level and adapt it for your context.

FIGURE 9.5 INSTRUCTIONAL SCAFFOLDING AND STRATEGIES TO SUPPORT LANGUAGE GROWTH

LEVEL OF ACADEMIC LANGUAGE	STRATEGIES TO SUPPORT LANGUAGE GROWTH
Word/Phrase Level	☐ Bilingual or English glossaries ☐ Dictionaries ☐ Direct vocabulary instruction ☐ Pretaught phrases ☐ Thesauri ☐ Visuals or manipulatives ☐ Word walls and word banks
Sentence Level Language	☐ Academic language practiced with non-academic topics ☐ Mentor sentences ☐ Mini grammar lessons ☐ Sentence frames or stems
Discourse Level	☐ Mentor texts ☐ Paragraph frames ☐ Paraphrasing activities (for fluency and register) ☐ Shared writing ☐ Structured oral language prompts ☐ Text analysis ☐ Text sequencing
All Levels (Word/Phrase, Sentence, and Discourse)	☐ Anchor charts ☐ Cloze activities ☐ Graphic organizers ☐ Repetition ☐ Structured pair and small-group work ☐ Student checklists ☐ Supplementary or home language text or video ☐ Teacher and peer modeling ☐ Teacher-led small groups

What Is Assessment Validity for MLs, and How Can I Ensure My Formative Assessments Are Valid?

Imagine a first-grade teacher assessing all of her students' understanding of word-ending sounds. Ms. Aponte shows her student, Gao-Jer, a Hmong speaker at a beginning level of English language proficiency, the picture seen here.

Ms. Aponte asks Gao-Jer to identify what other word has the same ending sound: *wish*, *hat*, *hop*, or *pan*.



Source: iStock.com/DNY59

REFLECTION QUESTIONS

1. What may be standing in the way of this student demonstrating what she knows on this question?
2. What could the teacher do to make this assessment more valid for Gao-Jer?



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The mop question is an example of validity, which generally refers to how accurately a conclusion, measurement, or concept corresponds to what is being tested. **Validity is defined as the extent to which an assessment accurately measures what it is intended to measure** (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, Joint Committee on Standards for Educational and Psychological Testing, 2014). For example, if you weigh yourself on a scale, the scale should give you an accurate measurement of your weight. If the scale tells you that you weigh 250 pounds, and you actually weigh 200 pounds, then the scale is not valid. If an assessment intends to measure achievement and ability in a particular subject area but then measures concepts that are completely unrelated, the assessment is not valid. In the example of the mop, if Gao-Jer does not know the English word for mop, she will not be able to correctly determine which of the four words has the same ending sound. As a result, it is her knowledge of English vocabulary rather than her knowledge of ending letter sounds that is being assessed. Within the larger umbrella of validity, there are categories of construct validity, content validity, and predictive validity, among others. Figure 9.6 is an overview of different aspects of validity, their definition, and examples that are specific to MLs.

FIGURE 9.6 TYPE OF VALIDITY, DEFINITION, AND EXAMPLE FOR MLs

TYPE OF VALIDITY	DEFINITION	EXAMPLE FOR MLs
Construct validity	The degree to which a test measures what it claims, or purports, to be measuring	A math test in which a teacher has reduced the linguistic load of word problems to ensure it is assessing mathematical knowledge rather than language proficiency
Content validity	The extent to which an assessment represents all facets of tasks within the domain being assessed	A vocabulary quiz that is designed to measure not only MLs' understanding of meaning but also their ability to use the words in context
Predictive validity	The extent to which a score on an assessment predicts future performance	How well an emergent ML's score on the annual state English language proficiency assessment predicts his or her performance on the state English language arts assessment

You don't need to be an assessment expert to work with MLs, but you should have a sense of how the concept of validity can affect MLs differently than non-MLs. In addition, we encourage you to have a plan for addressing different types of validity when you design assessments for MLs to make them more valid. We suggest you also know where to go and with whom to collaborate to better support your MLs in assessment.

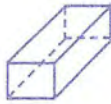
APPLICATION ACTIVITY 9.3: WHY IS VALIDITY A CONCERN FOR MLs?

Imagine you are in fourth grade, and your family has moved to Germany for a year for your mother's career. You are enrolling in the German public school system. To determine your mathematics class placement, you are given an assessment to see how much you know in mathematics. In fact, you were in advanced math in the United States and love the topic. You sail through the multiplication problems and the long division until you come to this geometry problem:

Schreibe den richtigen Namen unter die entsprechende Darstellung!

Versuche anschließend zu entscheiden, ob die angeführten Aussagen wahr (w) oder falsch (f) sind. Kreuze Entsprechendes an!

1 Wie heißen diese körper?



AUSSAGE	W	F
Der Würfel hat 10 Ecken.		
Die Kugel hat keine Kanten und keine Ecken.		

Source: Staehr Fenner (2014).

APPLICATION ACTIVITY 9.3: REFLECTION QUESTIONS

1. Is this a valid assessment for you? Why, or why not?

2. Is the main issue at hand construct, content, or predictive validity?

3. What kind of support would help you show what you know and can do on these geometry problems?

How Can I Ensure That Formative Assessments Are Valid for MLs of Varying Proficiency Levels?

There are several areas that pose validity considerations for MLs. We will next take a deeper look at six areas that may have an impact on validity for your MLs.

Area 1. Assessment instructions. Let's start with the instructions for the assessment. They need to be clear and easy to understand. You may wish to consider communicating the directions orally, as well as in writing, and have a visual cue (e.g., icon to represent direction words) for students to refer to. You can also communicate the directions in the students' home language or have written directions already translated for students (as appropriate).

Area 2. Linguistic accessibility. Look for opportunities to reduce the *linguistic load* in all areas that aren't being directly assessed. For example, you can avoid constructing sentences in the negative and using unnecessarily complex vocabulary and grammatical structures. Teachers should double check their language—both in the assessment and any oral prompting or instructions they give—to avoid the use of idioms (e.g., *under the weather*), which are often confusing for language learners. We also encourage teachers to share a draft of their assessments with another teacher to have a set of “fresh eyes” take a look at it for linguistic accessibility.

Area 3. Format and use of technology. The assessment should be in a familiar format. For example, students should be taught how to engage with a multiple-choice question before using a multiple-choice format for the first time. The technology used, if any, needs to be familiar to MLs as well. Consider the format used and whether the student has had ample time to practice with the technology in class and is familiar with the associated vocabulary, such as *drag and drop* (Staehr Fenner, 2015, 2016). Bear in mind students have various levels of access to technology outside of school.

Area 4. Cultural bias. Cultural biases are often a hidden problem, as teachers may be unaware of these biases themselves. We recommend selecting content for the formative assessment that is something familiar to all students' shared experience, not topics students may not have had access to in their culture, education, or life experience. For example, U.S. American fairy tales, summer camp, and vacations in the mountains or at the beach may not be familiar to all students. Shared experiences, such as class field trips and stories students have read in class, can be used instead as context in assessments.

Area 5. Scoring. Scoring needs to be based on the assessed construct only. Assigning points for spelling and grammar when they aren't the targeted skill or knowledge (on a test on the water cycle, for example) being assessed reduces the validity of the assessment. To determine what construct you're assessing, refer back to your lesson's content and language objectives.¹

Area 6. Scaffolds. MLs need appropriate supports in assessments, from differentiated assessments to scaffolds, that enable them to demonstrate their knowledge and skills in content while their language is still developing. The assessment does not need to look the same for all students. For emerging MLs at the beginning levels of English language proficiency, nonverbal assessments such as sorts and picture matching, may be used to demonstrate understanding of the concept. For MLs at higher levels of English proficiency, you can use glossaries and sentence stems as supports so that they can demonstrate what they know and can do. Some educators might resist scaffolding assessments for MLs feeling that it is unfair and gives MLs an advantage over native English speakers. However, when used effectively, scaffolds should not change the content being assessed; rather they allow MLs to demonstrate what they know at their current English language proficiency level.

How Do I Scaffold Formative Assessments for MLs?

As we mention in Area 6, providing scaffolds on formative assessments increases their validity for MLs. Scaffolding formative assessments can help prepare MLs to engage with summative year-end state tests that are not likely to be scaffolded. You can gradually reduce the number of scaffolds used on formative assessments to scaffold up to the expectations MLs need to meet on summative assessments. Let's look at an example of one way to scaffold formative assessments for MLs. Suppose that students have had the Chinese folktale "Tikki Tikki Tembo" read aloud several times, have read it themselves, and have discussed it in small groups. Their third-grade teacher, Mr. Leonato, would like students to now demonstrate that they can recount the events of the story and determine the central message. Based on his students' level of proficiency, Mr. Leonato has devised a sketch of what the formative assessment might look like for his MLs who are at three different levels of proficiency, as outlined in Figure 9.7. All three assessment tasks allow his MLs to show they can recount the events of the story and determine the central message, but his students are demonstrating their content knowledge in different ways.

¹See Figure 9.3 for steps to develop formative assessments for MLs.

FIGURE 9.7 STUDENTS' ENGLISH LANGUAGE PROFICIENCY (ELP) LEVEL AND DIFFERENTIATED-ASSESSMENT TASKS

ELP LEVEL	DIFFERENTIATED-ASSESSMENT TASK
Beginning	Place pictures of the story in order. Describe the pictures orally using sentence frames. Answer questions about the central message in writing in the home language or English using sentence frames and a word bank.
Intermediate	Place pictures of the story in order. Describe the pictures orally and in writing using sentence stems. Answer questions about the central message in writing in English using sentence stems or a word bank.
Advanced	Describe the events of the story orally in small groups using sentence stems. Answer questions about the central message in writing in English using sentence stems or pretaught vocabulary.

**APPLICATION ACTIVITY 9.4:
VALIDITY AND SCAFFOLDING
FORMATIVE ASSESSMENTS FOR MLs**

As we introduced earlier in the chapter, formative assessments can take many forms: physical demonstrations, pictorial products, graphic organizers, written products, oral assessments, and student choice tasks. Look at the formative assessment examples in Figures 9.8 through 9.11. Answer the following questions for each assessment:

QUESTION	FIGURE 9.8 U.S. GOVERNMENT EXIT TICKET	FIGURE 9.9 DRAWING TO SEQUENCE A STORY	FIGURE 9.10 STUDENT SELF-ASSESSMENT ON TELLING TIME	FIGURE 9.11 PROPERTIES OF MATTER SORTING ACTIVITY
What questions or comments do you have about the formative assessment related to using it with your MLs?				
How can you increase the validity of this assessment for MLs?				
How could you scaffold this assessment for MLs at varying English proficiency levels?				

FIGURE 9.8 U.S. GOVERNMENT EXIT TICKET

Name _____

Directions: Pretend your friend was absent from class today. Write what you would say if you had to explain the difference between a closed primary and an open primary to your friend.

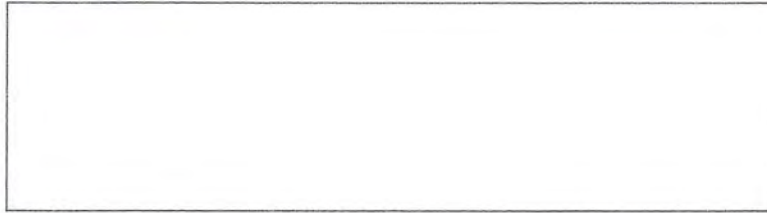


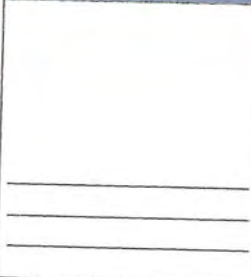
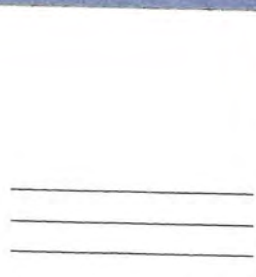
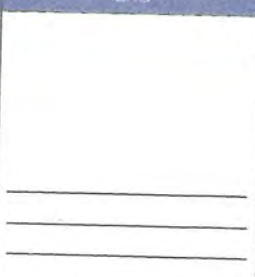
FIGURE 9.9 DRAWING TO SEQUENCE A STORY

Name _____

Directions: Draw pictures to represent the main events from the beginning, middle, and end of the story. Write one sentence to summarize each event. Use the word bank as needed.

Word Bank

First
Next
Then
After that
Last
In the end

Beginning	Middle	End
		

(Continued)

(Continued)

FIGURE 9.10 STUDENT SELF-ASSESSMENT ON TELLING TIME

Statement about time	My Answer	
1. I know the <u>difference</u> between analog and digital clocks.	Yes	No
2. I can correctly tell time from an analog clock using a.m. and p.m.	Yes	No
3. I can correctly tell time from a digital clock using a.m. and p.m.	Yes	No
4. I can use language for telling time such as a <i>quarter after</i> , <i>half past</i> , a <i>quarter till</i> , <i>noon</i> , and <i>midnight</i> .	Yes	No

Source: Adapted from Snyder, S., & Staehr Fenner, D. (2021, p. 169).

FIGURE 9.11 PROPERTIES OF MATTER SORTING ACTIVITY

Name _____

Directions: Sort the images and words into the corresponding columns.

SolidsLiquidsGases

How Does the Formative-Assessment Process for MLs Unfold in a Classroom?

Now that we've given you some food for thought in terms of formative assessments for MLs, we're going to show you how each of the four steps in Figures 9.2 and 9.3 might look "on the ground" in one fourth-grade classroom that contains MLs. For each step, we'll apply that information to one classroom and one student in particular. As you read through the steps and application, think about how you could adapt this formative-assessment process for your own context.

Step 1: Articulate the construct being taught and assessed.

In this case, the ELD teacher, Ms. Broady, and fourth-grade science teacher, Ms. Cortez, decided to develop a formative-assessment rubric that would capture their MLs' acquisition of academic language at the word/phrase, sentence, and discourse levels while working on complex content. They developed a rubric specific to their emergent MLs' levels of proficiency, which were high beginning, low intermediate, and high intermediate. To develop the rubric, they looked at the WIDA Writing Rubric in Grades 1–12 and made a version just for Grade 4 at their class of emergent MLs' three levels of English language proficiency (ELP). For this assessment, they wanted to focus on how well their emergent MLs were acquiring academic language in writing through an instructional unit on roadrunners. For purposes of this assessment, they were not assessing their emergent MLs' knowledge of roadrunners per se, but rather the focus was on language as a vehicle for their emergent MLs describing their understanding of content. Figure 9.12 displays the rubric that Ms. Broady and Ms. Cortez co-created.

FIGURE 9.12 FORMATIVE-ASSESSMENT RUBRIC FOR ROADRUNNER ASSIGNMENT

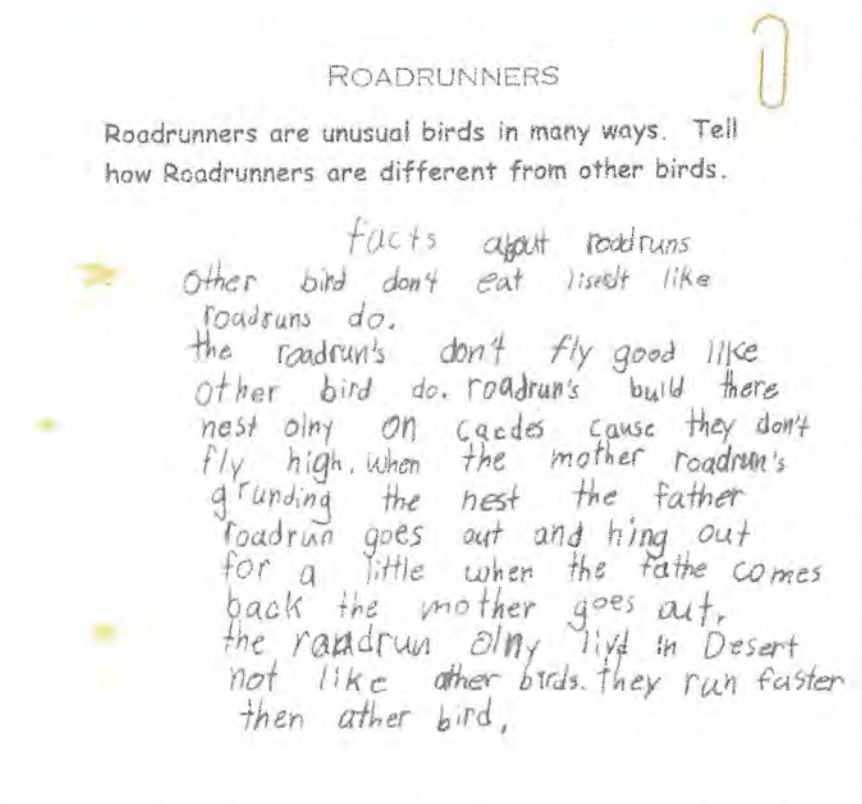
ACADEMIC LANGUAGE LEVEL	LEVEL 2: EMERGING	LEVEL 3: DEVELOPING	LEVEL 4: EXPANDING
Word/Phrase Level	- Writing contains general content words and expressions - Some use of general vocabulary where more specific vocabulary is needed	- Writing contains some specific content words and expressions - Use of vocabulary words attempts to meet the purpose of writing	- Writing contains specific and some technical content words and expressions - Use of vocabulary words generally meets the purpose of writing
Sentence Level	- Repetitive or formulaic sentence structures common in social and instructional situations or some content areas - Variable use of conventions	- Developing range of sentence structures common of the content area - Developing use of conventions	- Range of sentence structures characteristic of the content area - Generally consistent use of conventions
Discourse Level	- Writing is generally comprehensible when text is adapted from a model or source text or when original text is limited to simple text - Writing shows some attempt at organization or an idea or ideas - Some text may be copied or adapted	- Writing is generally comprehensible - Writing shows developing organization of an idea or ideas - Evidence of a developing sense of perspective, register, and genre	- Writing is usually comprehensible at all times - Writing shows an organized expression of ideas - Evidence of some use of appropriate perspective, register, and genre

Source: Adapted from the WIDA Writing Rubric Grades 1–12 (2020b), <https://wida.wisc.edu/resources/wida-writing-rubric-grades-1-12>.

Step 2: Collect evidence about MLs' learning.

In Step 2, the teachers had Cong, a Mandarin speaker, complete an open-ended task to describe how roadrunners are different from other birds as part of a unit of instruction on roadrunners. To complete the task, Cong was encouraged to look at a word wall in his classroom and to brainstorm a draft of the writing using a mind map. He produced the writing sample shown in Figure 9.13.

FIGURE 9.13 STUDENT WRITING SAMPLE



Source: Maureen McCormick, Laurel Ridge Elementary School ELD Teacher, Fairfax, VA.

Step 3: Interpret evidence of student learning.

In this step, Ms. Broady and Ms. Cortez collaboratively analyzed the student's work using the rubric they developed (Figure 9.12). They examined the writing sample's strengths at the word/phrase, sentence, and discourse levels. Figure 9.14 shows their analysis.

The next step is to make a direct connection to the instruction needed for this student to move to the next level of proficiency in each level of academic language and link to future instructional supports for this student. In Application Activity 9.5 we

ask you to brainstorm ideas for supporting this student in reaching the next level of proficiency in each area of academic language using the Formative-Assessment Rubric for the Roadrunner Assignment (Figure 9.12) and the Instructional Scaffolding and Strategies to Support Language Growth tool (Figure 9.5).

APPLICATION ACTIVITY 9.5: USING DATA TO INFORM ONGOING INSTRUCTION

Review the teacher's notes on the student's writing and note ideas of how the teachers could support the student in reaching the next level of proficiency in each area of academic language.

FIGURE 9.14 STUDENT SAMPLE ANALYSIS TEMPLATE

LEVEL	NOTES ON STUDENT WRITING (WHAT CAN THE STUDENT DO IN EACH OF THESE LEVELS?)	TEACHER SUPPORTS FOR STUDENT TO REACH THE NEXT LEVEL OF PROFICIENCY IN THIS AREA
Word/ Phrase level	The student uses general content vocabulary, such as <i>build</i> and <i>grunding</i> [guarding]. The student uses specific vocabulary related to the content area, such as <i>roadruns</i> [roadrunner], <i>desert</i>, and <i>cacdes</i> [cactus].	
Sentence level	The student's writing contains simple sentences, such as, "They run faster than other bird." The student also uses a compound sentence, "Roadrun's build there nest olly on cacdes cause they don't fly high." The writing includes an expanded sentence, "When the mother roadrun's grunding the nest the father roadrun goes out and hing out for a little." The writing repeats a comparative structure to contrast roadrunners and other birds—"not like other birds."	

(Continued)

(Continued)

LEVEL	NOTES ON STUDENT WRITING (WHAT CAN THE STUDENT DO IN EACH OF THESE LEVELS?)	TEACHER SUPPORTS FOR STUDENT TO REACH THE NEXT LEVEL OF PROFICIENCY IN THIS AREA
Discourse level	The student's writing is generally comprehensible. The writing shows some attempt at organization—all facts are about roadrunners. Errors do not impede the overall meaning.	

APPLICATION ACTIVITY 9.5: REFLECTION QUESTIONS



1. How can you adapt the analysis template for MLs in your context?

2. How does framing the writing's strengths allow you to note which supports are needed in instruction?



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Step 4: Use assessment data to plan for instruction.

In the final step, Ms. Broady and Ms. Cortez work collaboratively to use the data they gathered about Cong's writing and use of academic language to plan for instructional next steps. Figure 9.15 outlines the supports needed for Cong to move to the next level in each level of academic language, drawing from the support tool provided in Figure 9.5.

FIGURE 9.15 STUDENT SAMPLE ANALYSIS TEMPLATE COMPLETED

LEVEL	NOTES ON STUDENT WRITING (WHAT CAN THE STUDENT DO IN EACH OF THESE LEVELS?)	TEACHER SUPPORTS FOR STUDENT TO REACH THE NEXT LEVEL OF PROFICIENCY IN THIS AREA
Word/ Phrase level	The student uses general content vocabulary, such as <i>build</i> and <i>grunding</i> [guarding]. The student uses specific vocabulary related to the content area, such as <i>roadruns</i> [roadrunner], <i>desert</i>, and <i>cacdes</i> [cactus].	The student uses more specific vocabulary in this writing sample and seems ready for technical words to describe the habitat and life cycle of the roadrunner (e.g., scrub brush, arid, perch, hunt, incubate, predator, and defend). The teacher may support this push to use more technical vocabulary with direct vocabulary instruction, as well as the use of bilingual glossaries, word walls, and word banks (which will also facilitate spelling for this student).
Sentence level	The student's writing contains simple sentences, such as, "They run faster than other bird." The student also uses a compound sentence, "Roadrun's build there nest olny on cacdes cause they don't fly high." The writing includes an expanded sentence, "When the mother roadrun's grunding the nest the father roadrun goes out and hing out for a little." The writing repeats a comparative structure to contrast roadrunners and other birds—"not like other birds."	The student may be ready to use additional sentence structures for comparison. The teacher may introduce a few sentence structures in a grammar mini lesson and create a poster of sentence frames for this student and others to refer to. The student is ready to use more detail and descriptive language. This can be accomplished through grammar mini lessons on how to expand sentences in a teacher-led small group. Reinforcement of this concept can be done through teacher and peer modeling.
Discourse level	The student's writing is generally comprehensible. The writing shows some attempt at organization—all facts are about roadrunners.	The student is ready to begin organizing ideas within a paragraph. The teacher can demonstrate the use of a graphic organizer to group ideas on the same topic together. Another way to practice this skill would through a text sequencing activity in which students cut up the sentences, sort them, and rearrange them. The student is ready to begin writing a topic sentence at the beginning of a paragraph. This could be practiced through a small-group mini lesson and with teacher and then peer support in recognizing the main idea of the paragraph (roadrunners are not like other birds) and turning it into a topic sentence.

Now that you have seen the four-step formative-assessment process in action, you can consider how you might incorporate formative assessment for MLs into your lesson and unit planning. Figure 9.16 is a formative-assessment checklist you can use to self-assess, or a colleague can use to peer-assess, a formative-assessment task you have developed.

FIGURE 9.16 ML FORMATIVE-ASSESSMENT CHECKLIST

	CRITERION	YES	NO	ACTION
	1. Is the assessment aligned to the standards and objectives of the lesson?			
	2. Are the assessment directions easy to understand for MLs?			
	3. Are students aware of the teacher's expectations for the assessment (e.g., a student-friendly rubric), and are assessment results shared with MLs?			
	4. Is the format of the assessment familiar to MLs ? (For example, if it is an oral presentation, have MLs had practice giving presentations?)			
	5. Are the assessment questions or prompts linguistically accessible to MLs? The assessment should not include unfamiliar vocabulary, idioms, or complex sentence structures.			
	6. Are the questions, tasks, or prompts free from cultural bias ? There should be no references to aspects of culture that may be unfamiliar to MLs from another culture.			
	7. Does the assessment include appropriate scaffolds for MLs of varying proficiency levels (e.g., word bank, sentence stems, and pictures)?			
	8. Does the scoring of the assessment directly correlate to the construct being assessed (e.g., grammar and spelling are not taken into consideration when evaluating MLs' knowledge of content)?			
	9. If technology is used, have MLs had sufficient practice with the technology prior to the assessment?			
	10. Is the assessment used to inform instruction ? How?			

Source: Adapted from Abedi, J. (2010).



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Let's now explore specific considerations for using formative assessment with ML newcomer students and SLIFE and the role that collaboration, equity, advocacy, and leadership can play in ML formative assessment.



ML NEWCOMER STUDENTS AND SLIFE CONSIDERATIONS

What Considerations Do I Need to Keep in Mind When Using Formative Assessments With ML Newcomer Students and SLIFE?

When developing formative assessment for ML newcomer students and SLIFE there are a number of important considerations to keep in mind.

Considerations:

- Whenever possible, use students' home language on assessments that are not specifically designed to assess English language development (ELD; DeCapua et al., 2020). Using the home language is especially important when ML newcomer students and SLIFE first enter U.S. schools. Providing students with opportunities to demonstrate their knowledge in their home language will paint a more valid and reliable picture of their content knowledge. When making decisions about how to integrate students' home language, be sure to consider their home language literacy skills. Ideally, translations would be developed by trained bilingual staff members in the building. However, we recognize that option is not always available. Online translation tools can be used, but they should be used with caution especially when translating extended text.
- Portfolios are an effective way to assess ML newcomer student and SLIFE's development of language and content over time. Compiling ML newcomer student and SLIFE formative-assessment data into a portfolio will provide educators with a long-term view of growth over time. Additionally, these portfolios can be motivating for students as they are able to see evidence of their progress all in one place and be asked to reflect on their learning (DeCapua et al., 2020).
- It is important that students be assessed using task formats that are familiar to them. ML newcomer students and SLIFE may have had especially limited interaction with the technology used in schools (e.g., typing, dragging, and dropping items on a screen, clicking to select multiple-choice items). Dedicate time to teach ML newcomer students and SLIFE about the format of computer-based assessments. Teach the terms they will need to know to navigate the platform, devote time to practicing test items and navigating the test platform, and make sure they have access to ways to develop their keyboarding skills (Staehr Fenner, 2015, 2016).

Example: Joseph, the seventh-grade student from the Democratic Republic of Congo who was introduced in Chapter 2, is learning about matter and energy within organisms in a unit in his science class. His science teacher, Mr. Yang, and ELD teacher, Ms. Frank, have been collaborating throughout the school year. They worked together to design a series of formative-assessment tasks to be used throughout the unit and compiled into a portfolio. The formative-assessments tasks they designed include opportunities for Joseph to create a visual model of how the systems of the human body function, to act out key concepts related to how matter and energy are processed by organisms, and to complete a graphic organizer on how the body systems work together. Mr. Yang compiles the formative assessment-tasks into a portfolio and together with Ms. Frank analyzes Joseph's content knowledge growth throughout the unit to make instructional decisions. Additionally, Mr. Yang conferences with Joseph periodically using a self-assessment checklist for Joseph to reflect on his own learning and discuss if he needs any additional supports.

What Is the Role of Collaboration in Creating and Using Formative Assessments for MLs?

As we have detailed throughout the chapter, collaboration among content and ELD teachers is crucial in order to integrate formative assessments into your instructional loop. One way in which teachers can collaborate within the framework of formative assessments is to engage in discussions around developing ML formative assessments and reviewing ML formative-assessment results. Teachers and administrators can set up a time to collaboratively plan formative assessments, interpret the results, and determine next steps in terms of instructional supports to help MLs reach the next level of language proficiency and content understanding. Additionally, administrators can demonstrate their commitment to their MLs' equity by setting aside a regular time, place, and collaborative structure for planning to support the analysis of MLs' formative-assessment results. By doing so, they set the tone in their buildings that collaboration is crucial to the success of MLs.

What Is the Role of Equity, Advocacy, and Leadership in Creating and Using Formative Assessments for MLs?

One important step teachers in a school or even a district can take to advocate for more equitable assessments for their MLs is to form a committee that includes the ELD teacher, content area teacher(s), guidance counselor, assessment specialist, administrator, students' parents or caregivers, and even selected students. The committee can meet throughout the year to keep track of how well formative assessments are providing a means by which MLs can demonstrate what they know and can do in language and content. The committee can also discuss any tools, supports, and accommodations to be used on summative content assessments on a case-by-case basis and make sure those supports are also used throughout the academic year, during instruction as well as on formative assessments. In addition, the committee can work together at the building level to conduct a needs analysis of where ML newcomer students and SLIFE could use additional support based on formative-assessment data and offer a time and place for those students to have additional practice with both content and language.

ML FORMATIVE-ASSESSMENT COLLABORATION, EQUITY, ADVOCACY, AND LEADERSHIP IN ACTION



ELD teacher, author, and podcast host Tan Huynh shares how he moved from co-planning individual lessons with content teachers to co-planning formative assessments to be used throughout a unit of study.

Where I once co-planned with content area teachers for the next lesson, I now prioritize co-assessing a long-term project. This shift from co-planning the individual lesson to co-planning the assessments transformed the way I served MLs. When I shifted to planning the assessments, this meant that I magnified my time spent co-planning. Investing time to scaffold formative assessments for a long-term project meant that MLs received support for the duration of that project.

Now that I have been using this approach to engineering assessments (Huynh & Skelton, 2023) during my co-planning for years, my colleagues and I noticed several observations. My colleagues noticed that the scaffolds that are provided to MLs are often the same ones that non-MLs would benefit from as well. Sometimes the scaffolded assessments for MLs become the ones used for all students. That's because all students require explicit instruction to understand and use academic language effectively. As an English language development (ELD) specialist, I can contribute to the team by highlighting the academic-language requirements of the task, something that is less of a focus for my colleagues who teach content.

I also noticed that this approach elevates the ELD teacher from the position of an "aide" to an equal designer of instruction. While my colleagues contribute through their expertise in the content, I share my expertise in scaffolding the academic-language expectations required to be successful in class. I no longer feel that my skill sets are underutilized. On the contrary, I feel that I am able to reach more students in a more effective and meaningful way, especially when many students use the scaffolded tasks designed for MLs.

Additionally, since my support lives in assessment tasks and documents used by students, I feel that my time is multiplied. Every time a student engages with a scaffolded task, I feel like I am there supporting them. When I am not in the room due to scheduling, students are still receiving assistance through the scaffolding and teacher collaboration.

Finally, the most surprising observation I gained from co-planning this way is that it is one of the most effective forms of job-embedded professional learning (Honigsfeld & Dove, 2022). As my colleagues and I work throughout the year, my colleagues develop an understanding of what MLs need, when they need it, and how to provide support. My colleagues frequently share they have taken an assessment or scaffolding strategy I shared during co-planning and applied it to another class or another assignment. This brings me great joy as students in other classes are being supported through our collaboration. In the end, my colleagues are designing instruction with a lens for MLs, which was developed through our teamwork. Though the co-planning is intense and requires time on all parties involved, it is one of the most effective, meaningful, and transformational ways to unlock MLs' fullest potential (personal communication, March 3, 2023).

Next Steps

The following activity will help you synthesize and apply your learning around formative assessment for MLs.

APPLICATION ACTIVITY 9.6: PLANNING FOR ML FORMATIVE ASSESSMENT

To support you in implementing formative assessment with your MLs, we have developed a Formative-Assessment Planning Tool (Figure 9.17). Use the tool to plan for using formative assessment for MLs in the unit you are developing. Parts 1 and 2 should be used to plan for implementation, and Part 3 should be used after the formative assessments have been implemented to analyze the data and develop next steps. Note that The Formative-Assessment Planning Tool can also be used as a standalone tool.

FIGURE 9.17 ML FORMATIVE-ASSESSMENT PLANNING TOOL

Part A. Design a scaffolded formative assessment to use in an upcoming unit or lesson.

Grade level:

ELP level(s) of MLs:

Description of lesson or unit:

Lesson or unit objective(s):

Step 1: Articulate construct being taught and assessed

Describe the construct the assessment will measure. Consider what is being taught. Consider what aspects of language are relevant to the content being assessed (if any).

Describe the criteria you will use to determine how well the construct has been learned.

Describe the steps you will take to ensure that you are collecting valid evidence on the construct being taught and assessed for the MLs in your class.

Write your student-friendly learning objectives and your plan to share these with MLs.

Student-friendly learning objectives:

Plan to share learning objectives with MLs:

Part B. Implement your formative assessment.

Step 2: Collect evidence

Describe the formative-assessment strategy or tool that you will use. At what point will you incorporate the assessment into the lesson or unit?

Describe how you will share your assessment expectations with your MLs.

Describe what opportunities you will provide for self-assessment. Describe what opportunities you will provide for MLs to ask questions about the content and assessment.

Self-assessment opportunities:

Opportunities for questions about content and assessment:

Describe below how you will scaffold your assessment for MLs of varying proficiency levels as needed.

ML Proficiency Level	ML Scaffolds

(Continued)

(Continued)

Step 3: Interpret evidence

Select the tool(s) you will use for collecting and interpreting evidence collected during the formative-assessment process.

- ☐ Checklist
- ☐ Rubric
- ☐ Conferring notes
- ☐ Student rating scales, checklists, or reflection
- ☐ Other _____

Part C. Reflect on your formative-assessment data and plan for next steps.

What do you see?² In other words, what data do you have on your MLs?

What do you make of it? In other words, what conclusions can you draw from the data?

Describe your plan for providing feedback to MLs.

Describe the criteria you will focus on in your feedback.

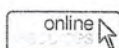
Step 4: Use assessment data to plan instruction

What are you going to do about it?

What conclusions did you draw in Step 3?

What are possible next steps for instruction?

Describe the opportunities that you will provide MLs for revising or re-doing aspects of the lesson or assessment where there were misconceptions.



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²Boudett, City, & Murnane, 2013.

Now, add your plans to the *Unit Delivery: Assessment* section of the Unlocking MLs' Potential Unit Planning Template (the portion of Appendix A in Figure 9.18). Appendix A can be found on the online companion website. To access the companion website, please visit resources.corwin.com/FennerUnlocking2E.



UNLOCKING RESOURCES

resources.corwin
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FIGURE 9.18 PORTION OF THE UNLOCKING MLs' POTENTIAL UNIT PLANNING TEMPLATE (APPENDIX A)

Assessment

Figure 9.17 ML Formative-Assessment Planning Tool

How will you assess ML student understanding of unit language and content?

How will you ensure that you are collecting valid evidence on the construct being taught and assessed?

What will your **next steps** be based on the evidence collected?

Conclusion

In this chapter, we have presented an often-overlooked aspect of the ML instructional loop, which is formative assessment for MLs. Some topics we explored were assessment *as* and *for* learning, the validity of MLs' formative assessments, and considerations for using formative assessments with ML newcomer students and SLIFE. We shared many examples of creating formative assessments, as well as how to use them to adapt instruction for MLs. Finally, we shared a planning template to support you in planning for ongoing ML formative assessment in your teaching.



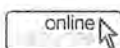
SupportEd
TOOLBOX

For ready-to-use, practical tools to support formative assessment for MLs, please see SupportEd.com/unlocking-toolbox.

CHAPTER 9 REFLECTION QUESTIONS



1. How has your thinking evolved on formative assessment for MLs by reading this chapter?
2. Which ideas would you like to implement from this chapter?
3. What do you think your biggest challenges will be in doing so, and how can you address these challenges so your MLs will benefit?



Available for download at resources.corwin.com/FennerUnlocking2E

Final Thoughts

As we mentioned in the Introduction, since *Unlocking English Learners Potential: Strategies for Making Content Accessible* was originally published in 2017, we have worked extensively with educators of MLs to implement strategies shared in this book. We are excited for the opportunity to share a second edition with you in order to continue to bring you fresh ideas to support you in your work with MLs. The updated strategies, tools, and ideas come directly from our work with educators like you in districts across North America. Our hope is that the updates we have included in this second edition provide you with some tools you need to truly unlock your MLs' vast potential as well as to collaborate with your colleagues in doing so. We are amazed by the MLs you work with each time we're coaching teachers in schools, and we are able to witness firsthand how engaged MLs can be when teachers are intentional about implementing supports in their practice. At the same time, we recognize that your work requires tireless collaboration, advocacy, and leadership in order for your students to succeed. Thank you for all you are doing to leverage the assets and meet the needs of MLs. We wish you continued success and joy.