



Considerations for Progress Monitoring for English Language Learners with Equity in Mind

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New York State
EDUCATION DEPARTMENT
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Office of Bilingual Education and World Languages
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ELL Leadership Council

- The ELL Leadership Council is a group of approximately 50 NYS ENL Directors from around the state who meet regularly to discuss issues and best practices related to English Language Learners (ELLs).
- This council has met regularly for the past five years to provide a direct line of communication between OBEWL and ELL administrators from the districts with the highest enrollment of ELLs in New York State.
- Within the ELL Leadership Council, several workgroups were created in response to COVID-19 school closures in the spring of 2020. This webinar is the result of the work of the Feedback and Engagement Workgroup.



Feedback & Engagement Workgroup

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Webinette Objective

To provide teachers with guidance on effective feedback, progress monitoring with equity in mind, and how to use data effectively for instructional design



4 Essential Questions

1. What are some best practices for providing feedback to ELLs?
2. How can teachers monitor student progress with equity in mind?
3. What data options might schools consider to assess student learning?
4. How can teachers assess student learning while keeping the whole child in mind?



Essential Question 1



What are some best practices for providing feedback to ELLs?



Providing Quality Feedback to ELLs

Quality feedback....

- Is specific;
- Meets the individual students' academic and linguistic needs in a transparent fashion;
- Improves a students' understanding of the content being taught;
- Involves an exchange of information that helps ELLs become independent learners, develop critical thinking skills, and take ownership of their learning; and
- Includes clarifying questions that give teachers insight into what the student is thinking.



Clarifying Questions

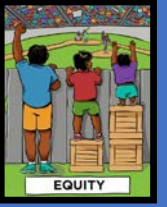


Using clarifying questions:

- Allows both the teacher and the student to dig deeper into the misconception or lack of understanding;
- Motivates students to engage in metacognition (thinking about their own thinking); and
- Encourages conversations and think-alouds rather than rote learning.



Essential Question 2



**How can teachers
monitor student
progress with equity
in mind?**



Progress Monitoring with Equity in Mind

- Progress monitoring with equity in mind is achieved through formal assessments, activities, group discussions, projects and other instructional activities.
- All activities should be planned in advance, designed to gather information from all students, and aligned to the standards being taught.



Progress Monitoring with Equity in Mind

- Tiered Questions
- Tiered Supports/Scaffolds
- Chunked Text
- Defined Tier II and III vocabulary words
- Attention to linguistic needs for English proficiency
- Culturally-relevant Units of Study created as project-based and performance-based assessments
- Rubrics that teachers can use to assess students with specific academic purposes in mind



Categories of Information Used to Assess

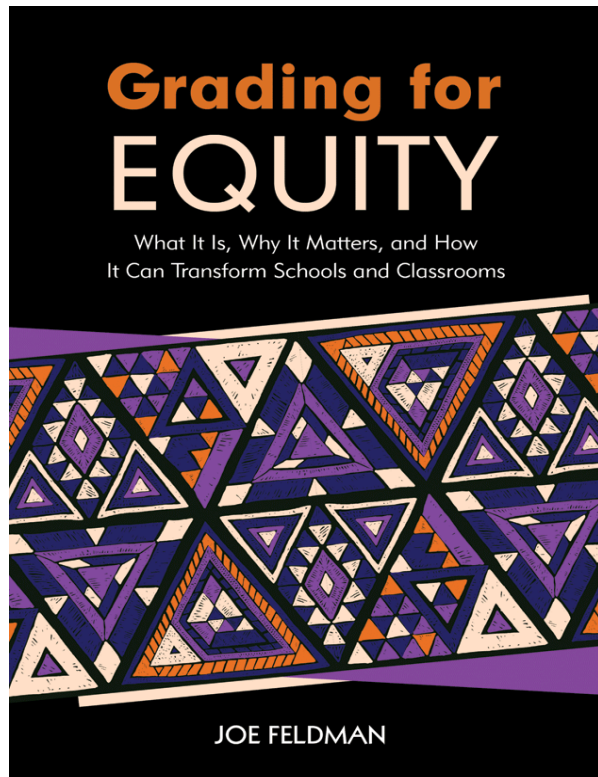
- Homework
- Assessments
- Projects
- Classwork
- Participation
- Behavior



THROUGH THE LENS OF AN ELL



Progress Monitoring with Equity in Mind



Joe Feldman discusses in his book Grading for Equity that some traditional assessment practices can disproportionately favor students with privilege and harm students of color, those from low income families, students who receive special education services, and ELLs.



Citation: Feldman, J. (2019). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms* Thousand Oaks, CA: Corwin, a SAGE Publishing Company.



A Brief History on Assessment

Schools were expected to change with the social, economic, political, and scientific changes that were occurring in the early decades of the 20th Century.

1. The rise of manufacturing
2. Progressive educators
3. Migration and immigration
4. Intelligence testing and categorization
5. Behaviorism

Range	Letter Grade	Points
93 - 100	A	4.0
90 - 92	A-	3.7
87 - 89	B+	3.3
83 - 86	B	3.0
80 - 82	B-	2.7
77 - 79	C+	2.3
73 - 76	C	2.0
70 - 72	C-	1.7
67 - 69	D+	1.3
64 - 66	D	1.0
Below 64	E	0.0



Effective Teacher-Student Relationships

- Extensive research has determined that positive teacher-student relationship had one of the most powerful influences on student achievement.
- Students are willing to do more for their teacher when their teacher believes in them.
- It is about building a trusting relationship.



Impact of Teacher Student Relationships

- When there is trust, students feel empowered to take risks and understand mistakes can take place.
- Traditional assessment practices may send the opposite message to students. Students may be penalized for what is supposed to naturally happen during the learning process.



Mistakes
HELP US
GROW



Impact of Traditional Assessment Practi

DISENGAGES

DEMOTIVATES



FRUSTRATES



DISEMPOWERS

INVITES BIAS



Equity Pillars

According to Feldman (2019), grading for equity has three pillars: *accurate*, *biasresistant* and *motivational*

1

ACCURATE

Calculations to be mathematically correct and sound.

2

BIAS-RESISTANT

Grading practices must give ALL students an opportunity to succeed.

3

MOTIVATION

Grades should motivate rather than demotivate students.



Citation: Feldman, J. (2019). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*. Thousand Oaks, CA: Corwin, a SAGE Publishing Company.



Article on Assessment during Virtual Learning

To Grade or Not to Grade? *By Joe Feldman*

ASCD article published in the summer 2020 issue provides advice from Joe Feldman on assessment during a crisis.

1. Consider using a pass/incomplete grading system.
2. Make grades temporary.
3. Always provide feedback on performance.
4. Put students first!



Citation: Article on Assessment ASCD. (n.d.). To Grade or Not to Grade? Retrieved July 06, 2020, from <http://www.ascd.org/publications/educational-leadership/summer20/vol77/num10/To-Grade-or-Not-to-Grade%C2%A2.aspx>



Essential Question 3



**What data options
might schools
consider to assess
student learning?**



Additional Data to Consider During Assessment

Assessing with data can include:

- Utilizing a variety of means of collecting data from formal and informal assessments
- Observations of student interaction speaking, reading, listening and writing; and
- Utilizing a Data-Driven Instructional (DDI) protocol.



Essential Question 4



**How can teachers
assess student learning
while keeping the
whole child in mind?**



Knowing Your Students

- Provide support for continued development of native or heritage language skills;
- Develop lessons to target a specific skill or concept;
- Provide targeted academic supports;
- Differentiate to support student learning and academic growth;
- Engage in conversations with students; and
- Grade students on what they know rather than what they don't know.



NYSEDO BEWL Resources

- [Blueprint for ELL / MLL Success](#)
- [NYSESLAT Targets of Measure](#)
- [Performance Level Descriptions](#)
- [Bilingual Progressions](#)

Blueprint for English
Language Learner/
Multilingual Learner Success



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Office of Bilingual Education and World Languages



Other Resources to Consider

- **A Repair Kit for Grading** by Ken O'Connor
- **Driven by Data** by Paul Bambrick-Santoyo
- **Grading for Equity** by Joe Feldman
- **The Five Pillars of Equitably Grading ELLs** by Diane Staehr Fenner, Jill Kester and Sydney Snyder



“We believe that it’s critical for teachers to at least recognize that ELLs are faced with the sometimes overwhelming task of learning academic content and the English language simultaneously, and show compassion and support when it comes to giving them a letter grade.”

~Larry Ferlazzo and Katie Hull Sypnieski



QUESTIONS?

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