Progress Monitoring, Feedback and Engagement

Topic 1: Considerations for Progress Monitoring for English Language Learners with Equity in Mind

ELL Leadership Council
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New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

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ELL Leadership Council

- The ELL Leadership Council is a group of approximately 70 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 support on implementing 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 empowers ELLs to 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.

    Citation: William, D. (2016). *The Secret of Effective Feedback.* ASCD., April 2016, pp. 10-15.
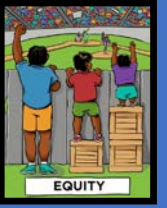
Clarifying Questions

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 deepens reflection rather than rote learning.

Progress Monitoring with Equity in Mind

- Progress monitoring with equity in mind is achieved through varied formal assessments, group discussions, project-based learning and other instructional opportunities.

- All activities are recommended to 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 units and performance-based assessments

- Rubrics that teachers can use to assess students and that students can use to guide their own learning with specific academic purposes in mind

Traditional Means of Assessment

- Homework
- Assessments
- Projects

- Classwork
- Participation
- Behavior

CONSIDER THROUGH THE LENS OF AN ELL

Possible Impacts of Traditional Assessment Practices

DISENGAGEMENT
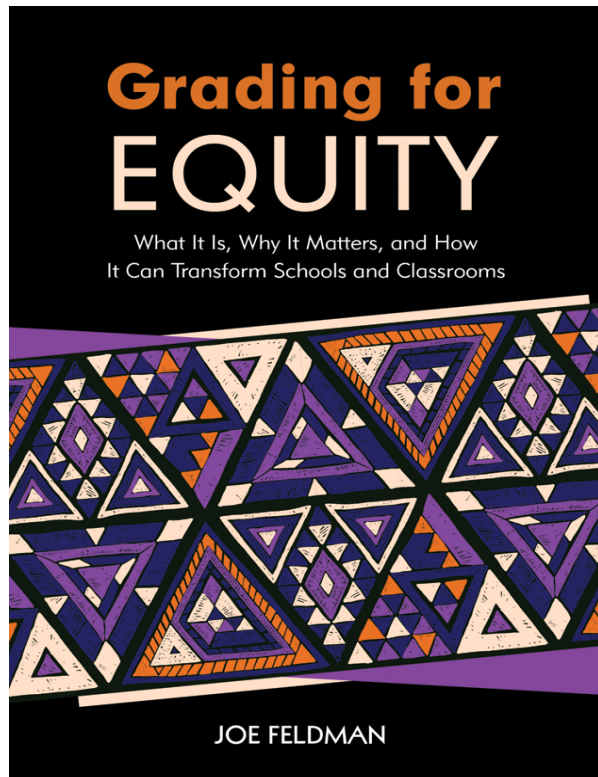
DEMOTIVATION

FRUSTRATION

DISEMPOWERMENT

BIAS

Progress Monitoring with Equity in Mind

Joe Feldman discusses in his book <u>Grading for Equity</u> 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 have one of the most powerful influences on student achievement.

- Students are more engaged, more focused, and take ownership of their own learning when they have a positive relationship and rapport with their teacher.

- When there is trust, students feel empowered to take risks and understand mistakes can take place.

Equity Pillars

According to Feldman (2019), grading for equity has three pillars: *accuracy, bias-resistance and motivation*.

1 ACCURATE — Calculations to be mathematically correct and sound.

2 BIAS-RESISTANT — Progress monitoring 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

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 content-specific lessons that support linguistic development;
- Provide intentional and scaffolded academic supports;
- Differentiate lessons to support student learning and academic growth; and
- Engage in thoughtful and culturally-relevant conversations with students.

NYSED-OBEWL Resources

- [Blueprint for ELL / MLL Success](#)

- [NYSESLAT Targets of Measurement](#)

- [Performance Level Descriptions](#)

- [Bilingual Progressions](#)

- [Culturally Responsive-Sustaining Education](#)

Blueprint for English Language Learner/ Multilingual Learner Success

Other Resources to Consider

- <u>A Repair Kit for Grading</u> by Ken O'Connor

- <u>Driven by Data</u> by Paul Bambrick-Santoyo, including the [Teaching Training Workshop](#) from Engageny.org

- [Assessing Multilingual Learners: A Month-by-Month Guide](#) by Margo Gottlieb

- [The Five Pillars of Equitably Grading ELLs](#) by Diane Staehr Fenner, Jill Kester and Sydney Snyder

- [Data-Driven Instruction – Action Planning Templates](#) from Engageny.org

"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

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QUESTIONS?

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