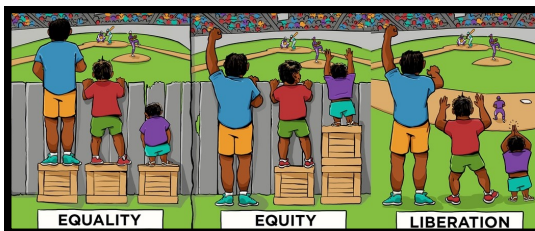


Considerations for Progress Monitoring for English Language Learners with Equity in Mind



What are some best practices for providing feedback to English Language Learners (ELLs)?

Quality feedback:

- Is specific;
- Meets the individual students' academic and linguistic needs in a transparent fashion;
- Improves a student's 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.



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.



How can teachers monitor student progress with equity in mind?

Formal assessments, activities, group discussions, projects and other items to be graded should be planned in advance, designed to gather information from students, and aligned to the standards being taught. Here are some examples:

- 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 allow teachers to grade students with specific academic purposes in mind.

Here are some additional resources:

[A Repair Kit for Grading](#) by Ken O'Connor
[Driven by Data](#) by Paul Bambrick-Santoyo
[Grading for Equity](#) by Joe Feldman

How does keeping equity in mind benefit students?

- Assessing for equity takes away the surprise factor, allowing teachers to assess all students based on facts, not emotions, and is bias-resistant.
- Students know what is expected before completing assignments.

What data options might schools consider to assess student learning?

Grading with data can include:

- Utilizing a variety of means of collecting data from observations of student interaction (speaking, reading, listening and writing);
- Understanding the modalities measured by the data;
- Utilizing a Data-Driven Instructional (DDI) protocol; and
- Using resources such as the NYSESLAT Targets of Measure, Performance Level Descriptors, and the Bilingual Progressions.



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

- 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
- Assess students on what they know rather than what they don't know.



For more resources for ELL instruction, please visit our [website](#).

This infographic was created Audrey Cabell and Rebecca Zuch with the Feedback & Engagement Workgroup of the ELL Leadership Council in collaboration with the Office of Bilingual Education & World Languages (June 2020).