

Graduation Portfolios at the Internationals Network: A whole-child, deeper learning approach to assessing newcomer MLLs



About us and our work in performance assessment



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Deeper Learning and Performance Assessment at Internationals Network; 31 schools nationally, with 17 in New York State

A Brief History of The Internationals Network Hubs

1985: The first International school opens in New York City.

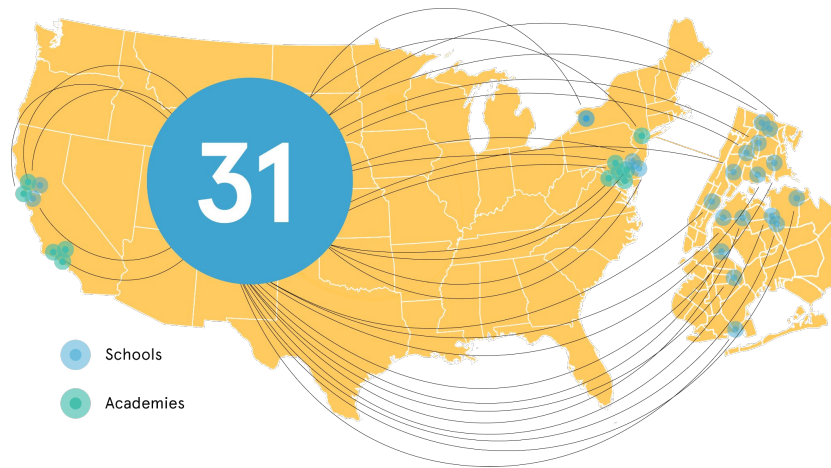
1993-2001: Three additional schools opened in New York City.

2004: Non profit formed and supports the accelerated expansion of schools in NYC and nationally.

2007: Internationals expands to California, opening Oakland IHS.

2014: Internationals expands to DC Metro area, opening academy in Alexandria, VA; Internationals develops a network-wide performance assessment system in New York

In 2023, Internationals Network reaches over 9K students nationwide, concentrated in 3 regional hubs



Our students are originally from 130+ countries, and speak 100+ different native languages.



A photograph of a classroom scene with several students. In the foreground, a young man with dark hair, wearing a dark hoodie with 'HARVARD' visible, is smiling and looking towards the camera. Behind him, a young woman with long dark hair is leaning back and smiling. Other students are visible in the background, some working on laptops. The entire image is covered with a semi-transparent blue overlay.

How is the Internationals
approach different from
traditional approaches to
educate and assess
newcomers and MLLs?

Traditional



Internationals

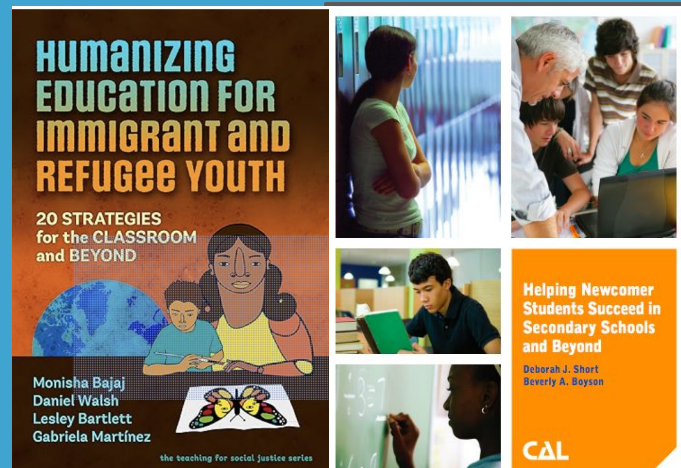
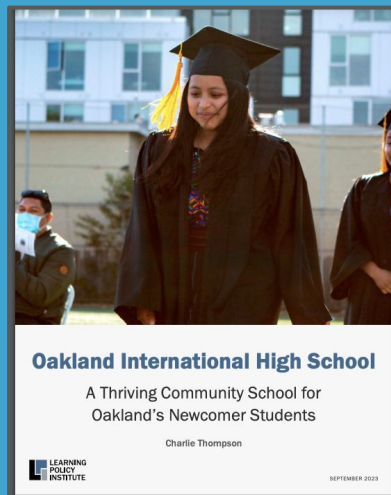
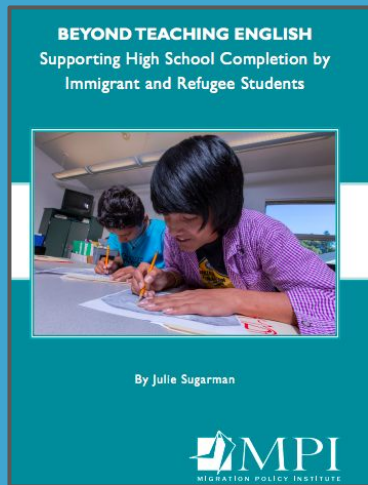
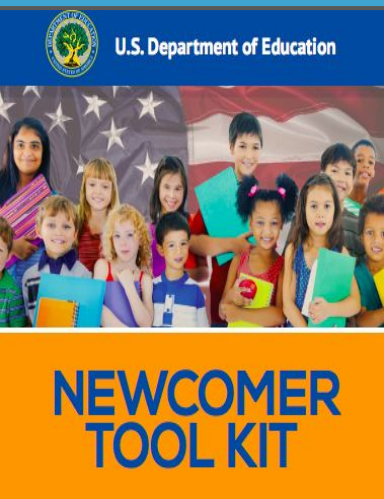
Traditional	Internationals
<ul style="list-style-type: none">• ESL department alone is responsible for MLLs• Focus: language acquisition• Students often participate in credit bearing or more challenging coursework AFTER they become English proficient.	<ul style="list-style-type: none">• School-wide, shared responsibility for MLL learning• Focus: language, content, and whole-child, social-emotional development• Students enrolled in credit bearing courses from 9th grade in preparation for college and career from the start
<ul style="list-style-type: none">• Content teachers teach individual MLLs• MLLs programmed by English proficiency and served through pull-out or ESL course• Teachers learn in content teams	<ul style="list-style-type: none">• Interdisciplinary teams of teachers share cohorts of 75-150 MLLs; Teachers learn in interdisciplinary teams• MLLs are programmed in heterogeneous cohorts (L1, academic level, Engl, level)
<ul style="list-style-type: none">• Language acquisition via language domains• Home language often not used• Summative tests are used to assess students	<ul style="list-style-type: none">• Language and content acquisition via experiential, collaborative, project-based learning (deeper learning practices)• Home language used intentionally• Formative assessments and performance assessments are used to assess and support students



**The Internationals Approach is additive,
focused on the whole child and project-based**



Researchers have cited the Internationals Model as an effective approach for adolescent MLLs



Grounded in 5 Core Principles, multilingual students in the Internationals Network achieve accelerated results

Internationals Core Principles



Heterogeneity + Collaboration



Experiential Learning



Language + Content Integration



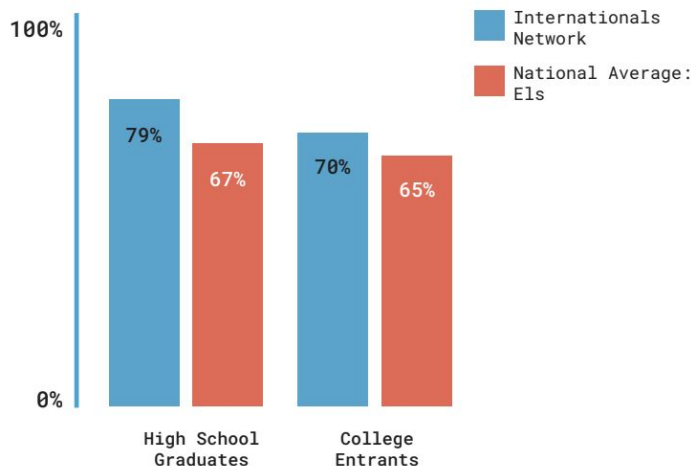
Localized Autonomy + Responsibility

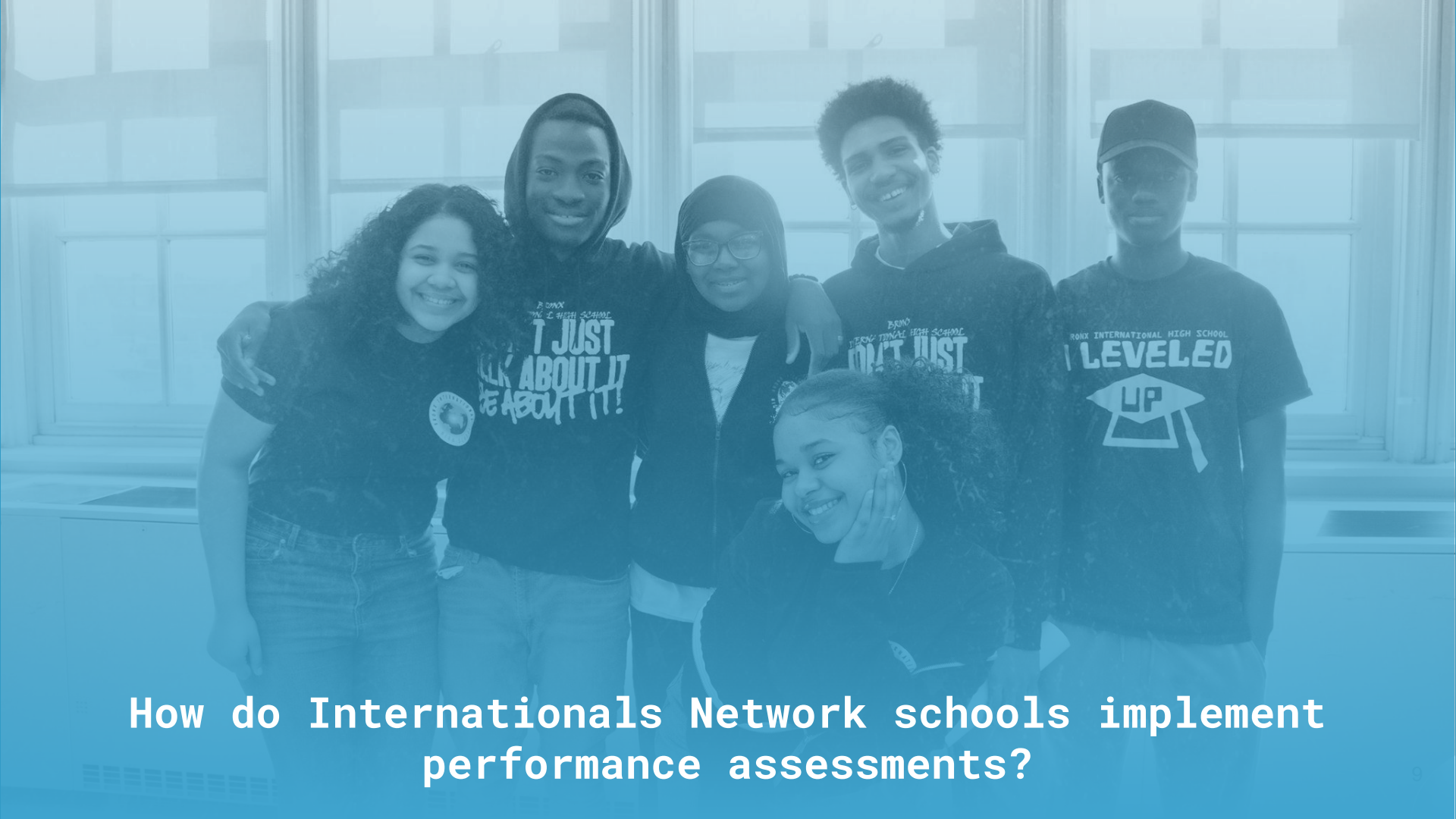


One Learning Model for All

Internationals Network students graduate and attend college at higher rates than their district peers.

GRADUATION & COLLEGE ENTRANTS RATES (2020)





How do Internationals Network schools implement performance assessments?

H.



**Heterogeneity +
Collaboration**

E.



**Experiential
Learning**

L.



**Language
+
Content
Integration**

L.



**Localized
Autonomy +
Responsibility**

O.

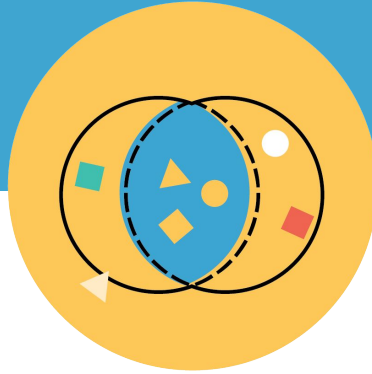


**One
Learning
Model for All**

ESSENTIAL PRACTICES



Structures



**Culture +
Values**



Governance



**Pedagogy,
Curriculum
+
Professional
Development**

What are the key tasks that make up the Internationals Graduation Portfolio?



All Schools:

Written and Presented tasks:



- Social Studies Research Paper
- Science Experiment
- Literary Essay
- Math Model
- Native Language Project
- Personal Statement

Some Schools

Written reflections and Presented tasks:

- Arts
- Internship/CTE

Students present each of their portfolio projects (PBATs) to a panel of educators and must pass each of their panel presentations to graduate.

Core Principles	Sample Structures
 <p data-bbox="272 369 600 445">Heterogeneity and Collaboration</p>	<ul data-bbox="788 183 1837 558" style="list-style-type: none"> • Content area teams from across grades review projects to determine if they are graduation worthy. Teachers from across interdisciplinary teams participate in assessing student panels • Students collaborate in small groups to support each individual's progress/development of performance assessment project, incorporating peer review and feedback. • Assessment panels are heterogeneously composed and work collaboratively to determine if projects meet graduation standards
 <p data-bbox="324 822 542 898">Experiential Learning</p>	<ul data-bbox="788 636 1837 958" style="list-style-type: none"> • Schools build multiple external partnerships with varied organizations to provide diverse learning opportunities for students. • School day is structured to include time learning in sites outside of the school building, either through internships or field experiences connected to projects that students are working on in their classrooms. • Projects are connected to real-world experiences with an authentic audience



Core Principles

Sample Structures



Language and Content Integration

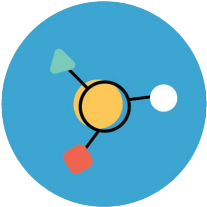
- Teachers with experience in language development work on interdisciplinary teams with content teachers to ensure that graduation projects and learning attend to both academic and linguistic development
- New teacher workshops and network wide professional development provides opportunities for all teachers to master the integration of language development into academic projects that can be assessed for graduation.
- Projects are aligned to both content and language standards and students are assessed in both areas



Localized Autonomy and Responsibility

- Projects are developed at the school level
- Intersecting teams (disciplinary content and grade level), and school-wide committees such as professional development oversee school-based moderation to ensure quality of performance assessments.
- Network-wide professional development committee develops cross-school resources that can be utilized in each individual school site.

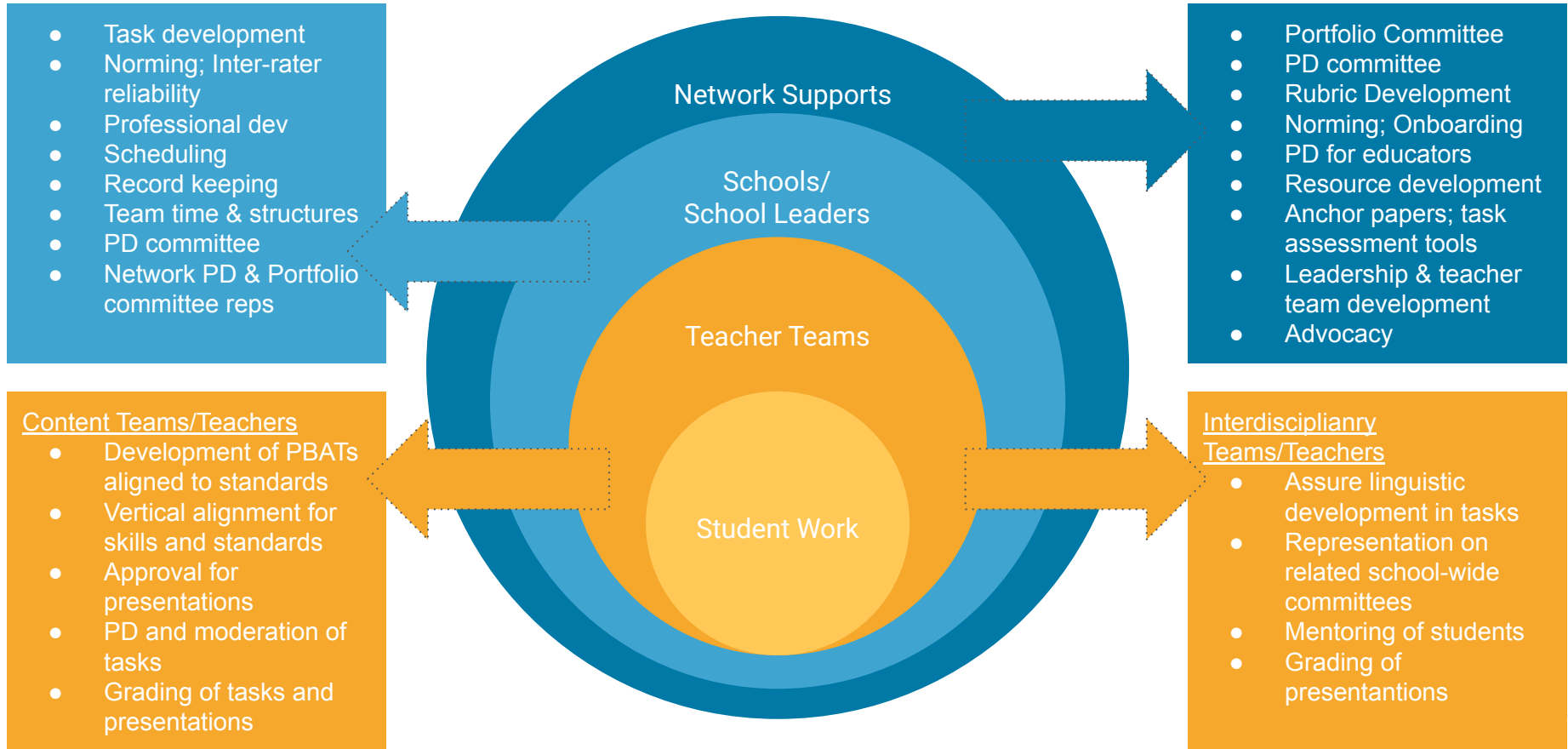


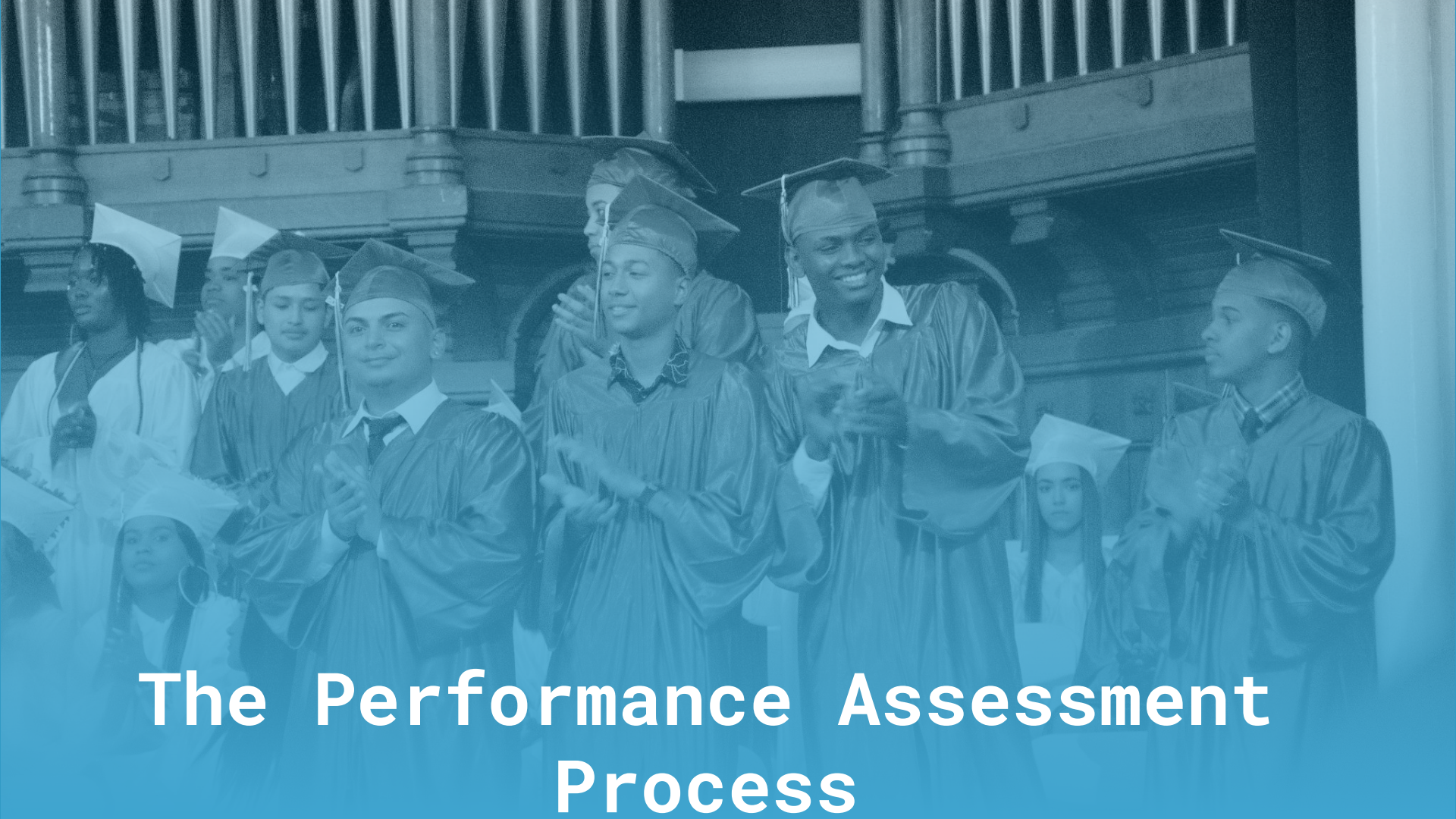
Core Principles	Sample Structures
 <p data-bbox="253 386 498 465">One Learning Model for All</p>	<ul data-bbox="736 157 1827 492" style="list-style-type: none"> • Adult structures mirror those of students, consisting largely of heterogenous collaborative teams that oversee work at all levels, among both leadership and faculty. Committees create structures for cross-functional collaboration on educator development Teachers and admin present portfolios and conduct peer observations. Adults get feedback on the development of tasks from both content and language teams. • Network structures mirror school structures and allow learning and assessment practices to develop cohesively across schools

Driven by our 5 core principles, performance assessments at Internationals requires work across teams and schools, coordinated and supported by the Network.



Performance Assessment Model at Internationals





The Performance Assessment Process

What are critical components for schools implementing the process and for building a portfolio culture?

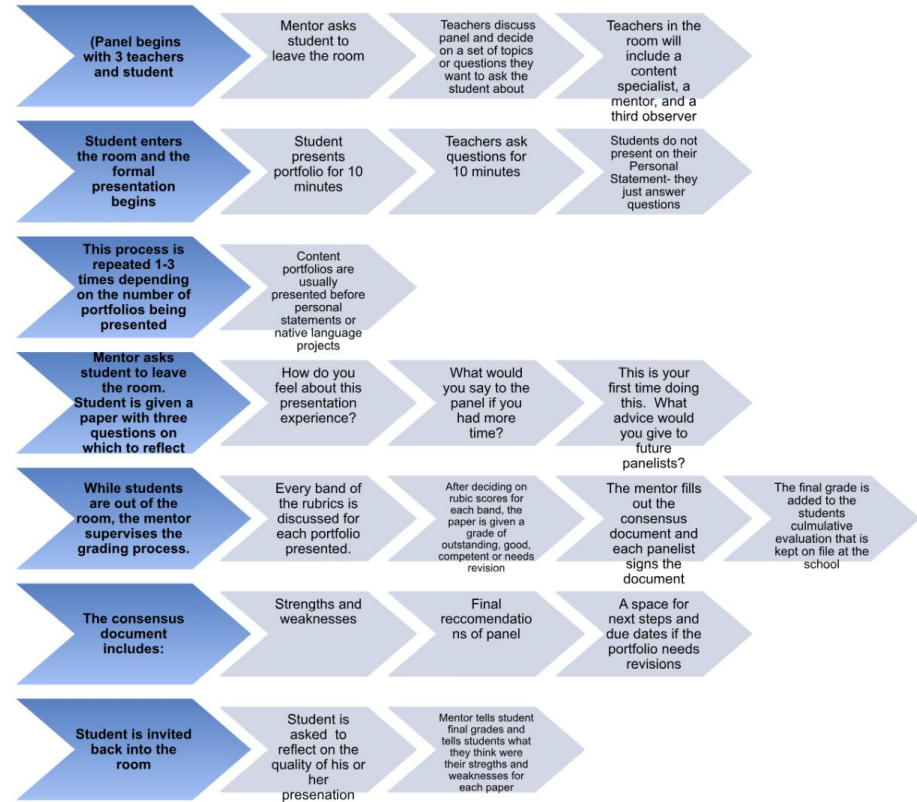
Projects-based Learning and Meaningful Assessment - must be integrated throughout the curriculum; competency- based assessment embedded in those projects supports the work in all classrooms; content teams working on vertical alignment; communication with mentors and across the school

Mentoring - embedded into a students schedule to support them in the process. Matching of mentors must be purposeful. Responsibilities of mentors: timely feedback, preparation for the presentation, regular communication with subject area teacher. Supports the PD of teachers for panel discussions.



The Panel Presentation

- panelists
- prep for panelists/handbooks
- questioning
- student reflection
- assessment process



From Jaffe-Walter, R., & Patton-Miranda, C., (2018) *Final Report: Evaluation of the Performance Based Assessment Process in Internationals Network High Schools in New York City*. Hewlett Foundation.

Other Key Aspects of the Process

Rating - Content teachers and mentor approve for a student to present in front of panel; teacher panelists come prepared with questions aligned to the rubric. They have to come to consensus on the student presentation performance and provide specific feedback from the rubric to the student.

Revision - provides an opportunity for a student to revise and improve their work based on feedback from their performance presentation.

Accommodations - follow students accommodations on an IEP, and testing.

Record Keeping - must develop an internal system at the school level; documentation of protocols and responsibilities; digital and physical records. Feedback must be documented for revision purposes and future learning/PD



This year's series of Learning Briefs in our publications focuses on Project-based learning for MLLs



Learning Brief 1

SERIES 2

All Learners All the Time: Project-Based Learning and Equity in the Internationals Network



Students from Pan American International High School in Queens bustle across the stage of Repertorio Español for their second standing ovation, basking in the applause after performing a full-length English-language production that they wrote themselves. Only a few short months earlier, they were studying character development and exploring narrative structures, and now they had taken the stage as an ensemble in a real professional theater before an audience of parents, teachers, and the general public.

Teachers and students from every borough pour into the Museum of the City of New York for "The Day of Change," a project a student group constructed with their teachers. Some of the young creators usher guests into an auditorium to engage in student-led community-building activities focused on the individual's capacity to influence change, while others rehearse talking points for guided tours they crafted for the museum's exhibits on activism. Still other students ready presentations on the research they conducted on real-life activities. And the guests get to enjoy an interactive theatrical presentation the students created, drawing on interviews and surveys they conducted months prior. So many moving pieces, all student-run and all working in concert.



Special event at the Museum of the City of New York
Photo credit: Museum of the City of New York

Internationals Network's Learning Brief Series 2 - 1 | All Learners All the Time

The Components of PBL Enable Teachers to Integrate Effective Instructional Practices for Multilingual Learners

Elements of Effective Instructional Practice	Components of PBL That Support the Corresponding Instructional Practice
Community-building	<ul style="list-style-type: none"> Long-term & immersive Responsive to students' interests, skills, & ambitions Space for rehearsal & risk-taking Collaborative investigation of meaningful topics over time Build social connections among MLLs, with school & the larger community Establish a celebratory, affirming platform reflecting students & their work
Language & Content Integration	<ul style="list-style-type: none"> Purposeful, language-rich, experiential, & interdisciplinary Space for students to practice & rehearse new language Cycling of content, skills, & language Opportunities for students to use, rehearse, & apply language via meaningful content In-depth exploration that supports language development
Collaboration & Peer Learning	<ul style="list-style-type: none"> Collaborative investigation of topics Meaning-making through discussion, investigation, debate, & reflection Sustained inquiry Constructive critique Collaborative, public-facing products
Use of Home Language	<ul style="list-style-type: none"> Multiple languages provide access to new ideas & content Home language(s) as tools in projects Materials & resources in students' home languages & English
Hands-on Experiences	<ul style="list-style-type: none"> Communication of concepts & ideas through experiences, not text Student input, interactivity, & exploration bolster cognitive readiness for new language Creation of a tangible project Intentional engagement with a community Scaffolds for student input, choice, & meaning making
Culturally Responsive Material	<ul style="list-style-type: none"> Topics, issues, & concepts relevant to students & their communities Students' lived experiences & interests as foundational Leveraging of diversity within classroom, school & community Student-initiated problem-solving in authentic contexts
Age-appropriate Content & Strategies	<ul style="list-style-type: none"> Critical thinking Problem solving skills Collaboration Self-directed learning
Emphasis on Heterogeneity	<ul style="list-style-type: none"> Integration of range of student knowledge, talents & interests Varied pacing toward a shared endpoint Engagement with communities with distinct backgrounds, identities, histories, & needs Multiple access points Multimodal, multimedia, multilingual & multilevel resources



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