

Differentiating Instruction and Assessment for ELLs Rebecca Freeman Field (rdfield@casloninc.com)

Session Description

This session is for mainstream and ESL teachers who have ELLs in their classes, and for the ESL/bilingual coordinators who are responsible for the professional development of all educators who work with ELLs. It draws on the WIDA ELP Standards, and shows teachers how to select appropriate instructional and assessment strategies for their ELLs at different English language proficiency levels. We also consider how other important factors (e.g., literacy in the first language, prior education, cultural differences) inform a teachers' efforts to differentiate instruction for the ELLs in their classes. We highlight the importance of collaboration among ESL and mainstream educators so that ALL teachers who have ELLs in their classes have the knowledge and skills they need to ensure that ALL students, particularly ELLs, can participate and achieve.

Agenda

Before

- Content and language objectives

During

- Essential questions for reflective practitioners
- Student can-do descriptors
- Student profiles
- Strategies for differentiating instruction and assessment

After

- Taking it to your classrooms → What stood out? What did you learn? What can you use?

Content Objectives

Participants will...

- Describe what students at different ELP levels can be expected to do with R/W/L/S in English
- Identify factors beyond ELP level that influence an ELL's participation and achievement in class
- Explain how to use essential questions for reflective practitioners to guide selection of instructional and assessment strategies
- Identify appropriate instructional and assessment strategies for different ELLs that we find in our classrooms
- Articulate ways to use our role as leaders in ELL education to facilitate mainstream educators' efforts to address the needs of their ELLs.

Note: Content objectives are about the big ideas and should be more or less the same for all students.

Language Objectives

Participants will...

- Use content-obligatory and content-compatible vocabulary orally and in writing
 - WIDA standards
 - Student can-do descriptors
 - ELP levels: Entering, beginning, developing, expanding, bridging
 - Conversational fluency/BICS; Academic language proficiency/CALP
 - Differentiated instruction; differentiated assessment
- Use oral and written language to *identify, describe* and *explain*.

Note: Language objectives should be differentiated to address the language and literacy needs of students in the classroom.

Essential Questions for Reflective Practitioners

1. Who are my ELLs?
2. What are my goals and objectives?
3. What is challenging about this unit/lesson/activity for the ELLs in my class?
4. What instructional strategies can I use to enable my ELLs to participate and achieve in this activity/lesson/unit/class/program?
5. What assessment strategies can I use to collect evidence of my ELLs' learning?
6. How can we use evidence of student learning to a) drive instruction; b) foster collaboration among ESL/bilingual and mainstream teachers (drawing on expertise of ESL/bilingual staff); c) structure PD; and d) inform the development of authentic accountability for ELLs (i.e., document student growth over time)?

Profiles of the ELLs in one fifth grade class

- Marco is a Level 1 ELL from Brazil who speaks Brazilian Portuguese. Marco arrived in the United States earlier this year. The ESL teacher determined informally that Marco can read and write in Portuguese, but probably below grade level. According to the district's ESL placement test, Marco is a Level 1 Listening, Level 1 Speaking, Level 1 Reading, and Level 1 Writing. His levels are indicated on the Can-do descriptors in Figure 1 in **blue**.
- Julia is a Level 3 ELL who was born in the United States into a Mexican family that speaks mostly Spanish at home and in the neighborhood. Julia has attended school in the US since kindergarten, and she has been in pull-out ESL each year. There is no bilingual program at the school, and Julia has not learned to read and write in Spanish. According to the ACCESS for ELLs, Julia is a Level 5 Listening, Level 4 Speaking, Level 3 Reading, and Level 2 Writing. Her levels are indicated on the Can-do descriptors in Figure 1 in **green**.
- Hassan is a Level 3 ELL from Sudan who speaks Arabic. Hassan is a refugee and has been in the United States for two years. He had no formal schooling before coming to the United States, nor had he learned to read or write. When Hassan arrived, he was placed in a newcomer/port of entry class that focused on literacy and numeracy development, with attention to the cultural norms of US schools and society. According to the ACCESS for ELLs, Hassan is a Level 4 Listening and Speaking, and a Level 2 Reading and Writing. His levels are indicated on the Can-do descriptors in Figure 1 in **purple**.
- Amitabh is a Level 3 ELL from India who speaks Gujarati. Amitabh arrived in the United States in the middle of last year. He has a strong educational background which included English instruction every year in India. However, Amitabh's English instruction gave him little opportunity to speak English at school, and he has had little exposure to American English prior to his arrival. According to the ACCESS for ELLs, Amitabh is a Level 2 Listening, Level 1 Speaking, Level 5 Reading, and Level 4 Writing. His levels are indicated on the Can-do descriptors in Figure 1 in **red**.

A Sample of Julia's Writing

Before deforestation. The rainforest is very beautiful and there are many trees and birds and animals. The habitat is very beautiful.

After deforestation. They cut the trees and they make money but they kill the bird habitat and they kill the animal habitat and there are too many death. The habitat is destroy.

They must not kill too many trees.

For the given level of English language proficiency, **with support**, English language learners can:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations <p>■ Marco</p>	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations <p>■ Amitabh</p>	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse <p>■ Hassan</p>	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse <p>■ Julia</p>	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions <p>■ Marco; ■ Amitabh</p>	<ul style="list-style-type: none"> Ask WH-questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems <p>■ Julia; ■ Hassan</p>	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples, and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features <p>■ Marco</p>	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts <p>■ Hassan</p>	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words <p>■ Julia</p>	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text <p>■ Amitabh</p>	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey meaning <p>■ Marco</p>	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions <p>■ Julia; ■ Hassan</p>	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses <p>■ Amitabh</p>	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/genres of writing 	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

Figure 1: Focal ELLs placed on WIDA Can-do Descriptors for the Levels of English Language Proficiency, PreK-12

Key: ■ Marco; ■ Julia; ■ Hassan; ■ Amitabh

Level 1	Level 2	Level 3	Level 4	Level 5	Fully English Proficient
<p>Language-Based Expectations: Copy three words or phrases describing</p> <p>■ Marco</p>	<p>Language-Based Expectations: Write three simple sentences using occasional content/academic vocabulary describing</p> <p>■ Hassan; ■ Julia</p>	<p>Language-Based Expectations: Write three short paragraphs using some content/academic vocabulary and simple/complex sentence structures describing</p>	<p>Language-Based Expectations: Write a three-paragraph essay using some content/academic vocabulary and complex sentence structures that describe</p> <p>■ Amitabh</p>	<p>Language-Based Expectations: Write a three-paragraph essay demonstrating a variety of content/academic vocabulary and complex sentence structures that describe</p>	<p>Language-Based Expectations: Write a three-paragraph essay using grade-level vocabulary and sentence structures that describe</p>
<p>Standards-Based Content or Topic (from the curriculum): features of the rain forest before and after deforestation</p>					
					<p>Scaffolding and Support:</p> <p>using</p> <ul style="list-style-type: none"> • experiences gained in a field trip to a botanical center and • a Venn diagram to guide writing

Figure 2: Differentiating Assignment/Assessment Template for a fifth grade writing assignment differentiated by English language proficiency levels. Note: Marco, Julia, Hassan and Amitabh have been placed on the template according to the writing levels, and the scaffolding and support that the general education teacher plans to provide for fully English proficient students is included.

Source: Fairbairn & Jones-Vo, 2010, reprinted and adapted with permission from Caslon Publishing.





Level 1	Level 2	Level 3	Level 4	Level 5	Fully English Proficient
<p><i>Scaffolding and Support:</i></p> <p>onto a Venn diagram using</p> <ul style="list-style-type: none"> • experiences gained in a field trip to a botanical center, • word and picture cards featuring pretaught vocabulary (to be used when labeling a Venn diagram), • a chant to assist students in remembering key phrases and vocabulary • a Venn diagram, • a think-aloud demonstration of labeling, • pictorially supported rain forest texts, • realia related to rain forest products (e.g., fruit, medicinal plants, wood carvings), and • photographs of forestation and deforestation to guide writing. <p> Marco</p>	<p><i>Scaffolding and Support:</i></p> <p>using</p> <ul style="list-style-type: none"> • experiences gained in a field trip to a botanical center, • pretaught vocabulary, • a chant to assist students in remembering key phrases and vocabulary • a Venn diagram, • a think-aloud demonstration of paragraph writing, • academic sentence frames posted in the classroom, • pictorially supported rain forest texts, • realia related to rain forest products (e.g., fruit, medicinal plants, wood carvings), and • photographs of forestation and deforestation to guide writing. <p> Julia;  Hassan</p>	<p><i>Scaffolding and Support:</i></p> <p>using</p> <ul style="list-style-type: none"> • experiences gained in a field trip to a botanical center, • pretaught vocabulary, • a Venn diagram, • a chant to assist students in remembering key phrases and vocabulary • a think-aloud demonstration of paragraph writing, • academic sentence frames posted in the classroom, • pictorially supported rain forest texts, and • photographs of forestation and deforestation to guide writing. 	<p><i>Scaffolding and Support:</i></p> <p>using</p> <ul style="list-style-type: none"> • experiences gained in a field trip to a botanical center and • a Venn diagram to guide writing <p> Amitabh</p>	<p><i>Scaffolding and Support:</i></p> <p>using</p> <ul style="list-style-type: none"> • experiences gained in a field trip to a botanical center and • a Venn diagram to guide writing 	<p><i>Scaffolding and Support:</i></p> <p>using</p> <ul style="list-style-type: none"> • experiences gained in a field trip to a botanical center and • a Venn diagram to guide writing

Figure 3: Scaffolding and support for focal activity differentiated according to English language proficiency levels (row 3 of differentiation template). Note: Marco, Julia, Hassan and Amitabh have been placed on the template according to their writing levels.

Source: Fairbairn & Jones-Vo, 2010, reprinted and adapted with permission from Caslon Publishing.

Essential Questions for Reflective Practitioners: Think aloud protocol w/ notemaking guide

Task: As you listen to the think-aloud, make notes about your class.

Guiding questions	Notes for your class
<p>1. Who are my ELLs?</p> <ul style="list-style-type: none"> • Linguistic and cultural background • Level of English language proficiency (<i>reading, writing, listening, speaking</i>) • Literacy in first language • Age and grade • Educational background • Interests, motivation, learning style 	
<p>2. What are my goals?</p> <ul style="list-style-type: none"> • Content and ELP standards • Other factors (<i>e.g., personal, program, school, parental, community concerns/agendas</i>) • Big ideas/knowledge/skills of grade level/unit/lesson/activity • Content objectives • Language objectives 	
<p>3. What is challenging about those goals/objectives for all students/my ELLs?</p> <ul style="list-style-type: none"> • Content • Literacy • English language proficiency (<i>reading, writing, listening, speaking</i>) • Cultural • Other? 	
<p><i>When I know the specific strengths and needs of my particular ELLs and I clearly identify my content objectives (for all students) and language objectives (differentiated according to ELP level and other important background factors), I can select appropriate strategies to build on their strengths, address their needs, and provide evidence of student learning.</i></p>	
<p>4. What instructional strategies can I use to enable my ELLs to participate and achieve in this activity/lesson/unit/class/program?</p> <ul style="list-style-type: none"> • <i>Use can-do descriptors as a guide</i> • <i>Remember: an ELL's actual level is what they can-do independently. Target the next level for instruction.</i> 	

<p>5. What assessment strategies can I use to collect evidence of my ELLs'/all students' learning?</p> <ul style="list-style-type: none"> • Performance-based assessments that yield formative data • <i>Use can-do descriptors as a guide</i> • <i>Remember: an ELL's actual level is what they can-do independently. Use this level for evaluation. Target the next level for instruction.</i> 	
<p>6. How can we use evidence of student learning to</p> <ol style="list-style-type: none"> a) drive instruction; b) foster collaboration among ESL/bilingual and mainstream teachers (drawing on expertise of ESL/bilingual staff); c) structure PD; and d) inform the development of authentic accountability for ELLs (i.e., document student growth over time)? <ul style="list-style-type: none"> • Common formative and summative assessments • Pivotal portfolio 	

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