Assessment and ELLs

School-based perspective
April 29, 2011

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Issues in assessment

- Achievement gap
  - Early Childhood Longitudinal Study-K (Galindo)
    - Fluent in English at K
  - Time frame of expected progress and attainment
    - 5 years if Level 1 at time of entry (Hakuta & Liquanti, 2011)
  - Long term English Learners (LTELs)

- Valid and fair assessment
  - Content tests are often English Language Proficiency (ELP) tests for ELLs (Menken, 2008).

- Delivery of instruction
  - Professional development
Critical points

- Assess child’s ability in home language.
- Know the child’s stronger, preferred language.
- Assess child’s proficiency in English
  - In NJ and PA, ACCESS for ELLs® is used to determine level of ELP beginning in kindergarten
- Keep all three points in mind in classroom instruction and assessment.
Vantage points

- Standardized assessments
  - National, state and school perspectives
- Benchmark assessments
  - School and classroom perspectives
- Classroom assessment
  - Grading
Assessments

- **NAEYC - Purposes for Early Childhood Education (ECE) assessments**
  - Obtain benchmark data for accountability purposes at local, state and national levels.

- **Working Group on English Language Learners (ELL) policy**
  - Recommendations on ESEA Reauthorization
    1. Require states to establish stable ELL subgroup membership for accountability purposes.
    2. Incorporate time explicitly into ESEA accountability system
       - Incorporate ELP into accountability for ELA and Math
    3. ALL teachers need more and better professional development in educating (and assessing) ELLs.

Hakuta, Liquanti, (2011)
Standardized test scores according to ELP

2009 NJPASS v ELP Grade 1W

2009 grade 3 ELP and NJASK
# English Language Proficiency Level

- **Important consideration: WIDA Can do Descriptors**

<table>
<thead>
<tr>
<th></th>
<th>Entering Level 1</th>
<th>Expanding Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre K –K Speaking</strong></td>
<td>Identify people or objects in illustrated short stories. Repeat words, simple phrases. Answer yes/no questions. Name classroom and everyday objects.</td>
<td>Retell narrative stories through pictures with emerging details. Sing repetitive songs and chants independently. Compare attributes of real objects. Indicate spatial relations using phrases and short sentences.</td>
</tr>
<tr>
<td><strong>Grades 1-2 writing</strong></td>
<td>Copy written language. Communicate through drawings. Label familiar objects or pictures.</td>
<td>Produce original sentences. Create messages for social purposes. Compose journal entries about personal experiences.</td>
</tr>
</tbody>
</table>
### Academic achievement

- **Use multiple measures**
  - May vary according to ELP (grades 3-12)

<table>
<thead>
<tr>
<th>Types of measures</th>
<th>Standardized tests of academic achievement in L1 or alternate measures in English designed and normed on ELLs (!)</th>
<th>Performance tasks in L1 or L2 (depending on language of instruction).</th>
<th>Classroom protocol on performance in L1 or L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP Levels 1-2</td>
<td>10-40%</td>
<td>10-50%</td>
<td>10-40%</td>
</tr>
<tr>
<td>ELP levels 3-4</td>
<td>30-60%</td>
<td>10-40%</td>
<td>10-30%</td>
</tr>
</tbody>
</table>

(Gottlieb, 2006)
Classroom assessments

• National Association for the Education of Young Children (NAEYC):
  • Systematic observational assessments as primary source to guide instruction.
  • Based on multiple methods and measures.
  • Ongoing; repeated assessments of language development over time.
• Assess dual language development (Tabors, 2008).
• Compare “true peers.”
Classroom assessments

- Knowledge of second language acquisition.
- Level of English Language Proficiency (Gottlieb, 2006):
  - Lower proficiency levels document their progress in English Language Development (ELD).
  - Matrix of data sources for higher proficiency levels according to different grade level clusters:
    - K-2
      - Performance assessment with rubrics – 85%
      - Paper and pencil tests – 10%
      - Self assessment - 5%
Summary

Considerations in assessment of ELLs.

- Valid and fair academic assessment
  - Not yet achieved
- Dual language development
  - Whole child
- Level of English proficiency
  - Impacts performance
- Multiple measures
- Knowledge of assessors
- Direct connection to inform instruction
References