

Lesson Plan: Assessment

This set of activities is designed to introduce teachers to strategies for assessing Multilingual Learners (MLs). It could be integrated into courses on assessment or on teaching MLs, or used for professional development.

In this two-hour sequence of activities, teachers:

- Review the purposes and features of different approaches to assessing MLs.
- Watch a video of teachers using different types of formative assessment embedded in instruction.
- Practice informal, observational assessment of student talk and work

In an optional extension activity, teachers participate in a gallery walk of resources related to assessment on the [Multilingual Learning Toolkit](#), and share learnings with colleagues.

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| Learning Goals | <p>Teachers will be able to:</p> <ul style="list-style-type: none"> • Explain guiding principles for assessing MLs • Observe how teachers integrate formative assessment into instruction • Practice assessing oral language |
| Pre-Work | <p>Before the session, teachers should review Article: Assessing Young Dual Language Learners.</p> |
| Materials | <ul style="list-style-type: none"> • Copies of Note Catcher • Copies of Assessment Types Chart • Copies of the Felt Board Story Graphic Organizer • Access to the “strategies in action” for literacy development on the Multilingual Learning Toolkit • Access to their pre-reading, Article: Assessing Young Dual Language Learners • Ability to show videos, Assessment for English Language Learners and A Felt Board Story |

Suggested Activities

| Time & Activity | Notes |
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| <p>Introduction to Assessment</p> <p>(10 mins)</p> | <p>Tell teachers: Today's session will focus on assessing Multilingual Learners (MLs).</p> <p>To activate teachers' prior knowledge about the topic, distribute the attached Note Catcher, and invite teachers to work in pairs to generate responses to the prompts. (Teachers can reference their pre-work, Assessing Young Dual Language Learners.) Let teachers know that we'll be using the Note Catcher to capture learnings throughout today's session (so they should leave room for notes).</p> <p>Then, give teachers a brief introduction to assessing MLs, highlighting key points from the Starter Guide and inviting teachers to add to their Note Catcher as they go. (If helpful, teachers can follow along with the paragraph following "What do I need to consider when assessing MLs?" on the Multilingual Learning Toolkit.)</p> <p>Suggested points to highlight:</p> <ul style="list-style-type: none"> • Experts recommend assessing MLs in both English and the home language to get an accurate picture of their skills • Continuous monitoring helps to check if and how children are benefiting from instruction • Formative assessment can be informal, and embedded in instruction. There are many resources and strategies available on the Multilingual Learning Toolkit • Policies and practices for assessing MLs vary, so teachers should become familiar with the assessments used locally for their age group to understand their purpose and the variety of skills they assess <p>Invite pairs to share out what they have already written on their Note Catchers.</p> |
| <p>Share Out and Discussion of "Assessing Dual Language Learners" Guide</p> <p>(20 mins)</p> | <p>Ask each pair to join with another to form groups of four. Pass out the Assessment Types Chart. Invite teachers to:</p> <ul style="list-style-type: none"> • Together, use their pre-reading, Assessing Young Dual Language Learners, to fill in the boxes on the chart, identifying the purposes, features, and considerations of each assessment type. (They can add to the examples column from their own prior knowledge, but should save some space there for taking notes later in the session.) • Independently, review the pre-reading and write down one thing from the article that: <ul style="list-style-type: none"> ○ Connected with what they already knew. ○ Extended or broadened their understanding in a new direction. ○ Challenged them. • Share within your small group. <p>Lead a whole group share out, inviting each small group to share one thing from their discussion.</p> |

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| <p>Video: Assessment for English Language Learners (20 mins)</p> | <p>Tell teachers: We will now watch teachers at an immersion school in Arlington, VA discuss how they use iterative assessment cycles to inform their instruction.</p> <p>Invite teachers to use the examples column on their Assessment Types Chart to take notes about all of the different examples of formative assessment that they see in the video.</p> <p>Show the video, Assessment for English Language Learners, from Colorín Colorado, pausing to highlight some key points for teachers to note and add to their Assessment Types Chart. See this video guide for suggestions of key points to highlight.</p> <p>Summarize key takeaways and give teachers time to add to their Note Catcher.</p> |
| <p>Practice: Observing Oral Language (30 mins)</p> | <p>Tell teachers: One of the formative assessment strategies we saw teachers use in the video was observing children’s speech and taking anecdotal notes. In our own classrooms, we can be very strategic about this, planning prompts for children to respond to and pre-defining what criteria we are observing for in their talk. One example is SEAL’s Strategy Overview: Oral Language Analysis for Designated ELD. Let teachers know:</p> <ul style="list-style-type: none"> • In this formative assessment, the teacher gathers 1–4 Multilingual Learners (MLs) to engage in a brief discussion in response to structured prompts regarding an artifact from the class’ ongoing content learning. • The teacher records each child’s oral responses, and then analyzes the record to identify follow-up instruction they can provide during upcoming Designated ELD time. <p>Then pull up the Strategy Overview on the projector and talk teachers through the steps of the strategy, showing the images of teacher and student work at the end of the document. Ask teachers: How might something like this fit into your practice? Give them time to add to their Note Catcher.</p> <p>Then transition: Even without this framework, we can gain a lot of useful formative assessment data about children’s development and oral language just by carefully listening to them talk, and taking anecdotal notes.</p> <p>Let teachers know they will be watching a video of two MLs practicing content vocabulary in both Spanish and English as they reenact a chant they have learned in class. The children’s peer interaction provides an authentic space for them to support one another with language development in a fun, meaningful hands-on activity.</p> <p>Show the video, A Felt Board Story, and invite teachers to take running, anecdotal notes on the graphic organizer.</p> <p>After showing the video, invite teachers to share in their groups of four:</p> <ul style="list-style-type: none"> • What strengths did you notice the children in the video showing? • What did you learn about the children’s skills and development? • What implications do you see for instructional next steps? <p>Bring the whole group together and offer the prompt:</p> |

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| <p>Jigsaw: Analyzing Strategies in Action</p> <p>(30 mins)</p> | <p>Transition: Let’s put everything we have discussed today “back together” with some vignettes of classroom assessment.</p> <p>Break the class into trios and assign each group to read and discuss one of the “strategies in action”: PreK–TK, K–1, or 2–3 (or choose just the ones that best fit the focus of your session). Remind teachers that even if they read a vignette that is different from their own grade band, many of the strategies work across different ages of children.</p> <p>Within groups, each group should identify a:</p> <ul style="list-style-type: none"> • Reader—to read the strategy out loud to the group • Facilitator—to ask the discussion questions • Recorder/reporter—to share out highlights from the group’s discussion at the end <p>Give groups about 15 minutes to:</p> <ul style="list-style-type: none"> • Read their assigned text • Have a discussion using the included questions as prompts • Add any new strategies they learned to their Note Catcher <p>Then, invite groups to share out, charting responses on the board. Suggested prompt for share out:</p> <ul style="list-style-type: none"> • What strategies did the teacher you read about thoughtfully assessing Multilingual Learners (MLs)? |
| <p>Optional Extension: Resource Gallery Walk</p> <p>(60 mins)</p> | <p>If you have additional time, engage teachers in a Resource Walk to give them a chance to explore resources on the Multilingual Learning Toolkit focused on assessment.</p> |
| <p>Conclusion</p> <p>(10 mins)</p> | <p>Invite teachers to reflect on and consolidate their learning by engaging in a 10 minute quick write in response to the following prompt, using their Note Catcher as reference:</p> <ul style="list-style-type: none"> • What are some ways in which I can integrate what I’ve learned about strategies for assessing Multilingual Learners (MLs)? <p>Then summarize key learnings about assessment and close the session. Key learnings to highlight might include:</p> <ul style="list-style-type: none"> • Experts recommend assessing MLs in both English and the home language to get an accurate picture of their skills. • Continuous monitoring helps to check if and how children are benefiting from instruction. • Formative assessment can be informal, and embedded in instruction. There are many resources and strategies available on the Multilingual Learning Toolkit. • Policies and practices for assessing MLs vary, so teachers should become familiar with the assessments used locally for their age group to understand their purpose and the variety of skills they assess. |

Note Catcher

What are some important principles for assessing Multilingual Learners?

What are some strategies teachers can use for formatively assessing Multilingual Learners if they don't speak the child's home language?

What are some strategies teachers use to gather formative assessment data within everyday instruction?

Assessment Types Chart

This chart is adapted from the article, [Assessing Young Dual Language Learners](#), by Ida Rose Florez. You will use this chart to take notes on different types of assessments of young Multilingual Learners (MLs) and how they are used.

| Assessment Type | Purpose | Features & Considerations | Examples |
|---------------------------------------|--|---------------------------|----------|
| Formative Assessment | To help teachers and family members support children's learning. | | |
| Developmental Screening | To screen children to ensure they are on course developmentally. | | |
| Evaluation for Delays or Disabilities | To screen children to ensure they are on course developmentally. | | |
| Other Assessments | | | |

Graphic Organizer: “A Felt Board Story”

Use this organizer to take anecdotal notes on the video, *A Felt Board Story*. The purpose is to gather formative assessment data about both children’s development and language skills that can be used to guide instructional next steps. Watch for:

- How does each child use gestures?
- Where do the children focus attention?
- What do you notice about their oral language in Spanish?
- What do you notice about their oral language in English?
- What do you see that informs you about the children’s content knowledge of the read aloud text?

| Time | Anecdotal Notes |
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