

## Resource Walk: Assessment

This activity is designed to support learning about strategies for assessing Multilingual Learners (MLs) through structured exploration of resources on the [Multilingual Learning Toolkit](#).

This activity could be done on its own, or combined with this [lesson plan](#) on assessment.

### In this one-hour activity, teachers:

- Learn to navigate the Multilingual Learning Toolkit
- Explore resources related to assessment
- Share their learning with colleagues

### Materials needed:

- Copies of the [Graphic Organizer](#)
- Access to devices with Internet access for all participants

## Suggested Activity

### (10 min) Introduce the Multilingual Learning Toolkit & the Work of Assessing Multilingual Learners

- See [Talking Points](#)

### (20 min) Resource Exploration

- Ask teachers to review the following resources on the [Assessment](#) page of the Multilingual Learning Toolkit:
  - [Strategy Overview: Family-Centered Goal Setting](#)
  - [Strategy Overview: Oral Language Analysis](#)
  - [Strategy Overview: The Art of Listening to English Learners](#)
  - [Strategy Overview: Performance-based Assessment](#)
  - [Strategy Overview: Talk Moves](#)
  - [Website: Assessing when a Child's Language is Not Spoken in the Classroom](#)
  - [Guide: Formative Assessment Considerations](#)
  - [Blog: More Meaningful Assessment for DLLs](#)
  - [Video: Using an ELD Portfolio to Guide Instruction and Monitor Progress](#)

- Each teacher should pick one resource they're especially interested in to "give" to a colleague.
- Teachers can use the attached [Graphic Organizer](#) to capture some notes related to the resource that they'd use to help a colleague understand the purpose and use of the resource.

### **(20 min) Resource Sharing: Give One, Get Two**

- Invite each teacher to find a partner who started with a different letter.
- Then, invite pairs to share their "give one" resource with each other, using the "get two" portion of the [Graphic Organizer](#) to take notes on the resource they are receiving.
- Then, switch partners and repeat the activity so that each teacher shares the resource they explored on the site, or the resource "given" to them in the first round.
- By the end, each teacher "gets" two different resources from partners.

### **(10 min) Whole Group Share Out & Closing**

- To close, invite teachers to debrief the activity, using the following prompts:
  - An idea I'm taking away or going to implement from today's activity is...
  - A question or wonder I'm still thinking about is...

## Graphic Organizer: Give One, Get Two

**Give One:** Fill out the top portion of the Graphic Organizer to “give one” resource idea to your colleagues.

### 1. Name of resource:

This resource promotes assessment because...

Use optional prompts to prepare notes to share information about this resource to a colleague:

*Implementation in the classroom might look like...*

*Key takeaways from this resource are...*

*This resource is important because...*

*An additional question or comment I have is...*

**Get Two:** This space is left blank as a place to take notes when you “get two” ideas from colleagues.

### 2. Name of resource:

### 3. Name of resource:

## Talking Points for Resource Walk: Assessment

### Part 1: Introducing the Multilingual Learning Toolkit

- Today we are going to explore a website called the Multilingual Learning Toolkit: [www.multilinguallearningtoolkit.org](http://www.multilinguallearningtoolkit.org).
- The website is a collection of resources and best practices specifically for educators who support young Multilingual Learners (MLs).
- Some are articles and videos for your learning; others are templates and teaching strategies you can use in the classroom.
- All the resources have been carefully curated by professionals in the field, and you can be confident that everything in the Toolkit is high-quality.
- The site and all of the resources are free and available to all.
- Click “sign in” at the top right, and then click “Please create an account here.”
  - Accounts are free—this will enable you to create a “Favorites Library” on the site and save resources in which you’re interested.
  - [Give teachers time to create an account.] (5 minutes)
- How the site is organized:
  - The different parts of the site are listed at the top.
  - If you click “Starter Guide” you’ll be able to read a description of some foundational principles about teaching MLs.
  - All of the resources are under “[Strategies & Resources](#)”—please click there.
  - Scroll down and you’ll see eleven different instructional topic areas. Today, we’ll focus on [#10 Assessment](#)—please click there.
    - The page has a description of considerations for assessing MLs, followed by “Strategies in Action,” which are profiles of different teachers using effective assessment strategies with MLs.
    - Below that are a series of evidence-based assessment strategies.

## Part 2: Introducing Assessment

- Experts recommend assessing Multilingual Learners (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.