

Video Guide: Assessment for English Learners

[VIDEO LINK]

In this video, teachers at an immersion school in Arlington, VA discuss how they use iterative formative assessment cycles to inform their instruction.

Watch the video once with no interruption.
Then use this guide to **pause the video** at the timestamps in the left hand column.

As you view the videos for a second time, use prompts in the right hand column to:
Connect and notice instructional moves that relate to your own teaching.
Explore additional resources on the [Multilingual Learning Toolkit](#).

Start the Video: *Assessment for English Learners*

Pause at timestamp:	As you observe the video...
0:35	<p>Connect: The teacher uses a quick “thumbs up/thumbs down” to check students’ understanding of the term “drawing conclusions.”</p> <ul style="list-style-type: none"> • What strategies do you use to check students’ understanding of terms or concepts during a lesson?
	<p>Explore: This Tip Sheet: Instructionally Embedded Assessment offers guidelines and a process for assessment integrated into regular instruction.</p>

<p>2:17</p>	<p>Connect: The principal explains how the school’s quarterly assessment cycle works: pre-assess, teach, post-assess, go back, and reteach where needed.</p> <ul style="list-style-type: none"> • In the video so far, what evidence did we see of the school’s use of formative assessment data to inform instruction? • Have you been part of a school with a structured, iterative formative assessment program? What features need to be in place to make the system supportive of teaching and learning?
<p>3:23</p>	<p>Explore: The Strategy Overview: Performance-based Assessment offers strategies for formative (within lessons) and summative (culminating) assessment strategies that are especially supportive of Multilingual Learners’ (MLs) language development and content learning.</p> <p>Connect: The classroom teacher, reading specialist, and English for Speakers of Other Languages teachers collaborate to make sense of formative assessment results and plan for instructional next steps.</p> <ul style="list-style-type: none"> • What experiences have you had with collaborative analysis of assessment results and instructional planning? What makes this kind of collaboration worthwhile?
<p>4:16</p>	<p>Connect: The teacher uses an exit slip to check students’ understanding after she taught about drawing conclusions in a different way.</p> <ul style="list-style-type: none"> • In your experience, what kinds of questions work well on an exit slip? <p>Explore: Strategy Overview: Oral Language Analysis is a formative assessment strategy that is embedded in regular instruction. A teacher engages a small group of MLs in discussion about an artifact from the class’ ongoing content learning. They create a record of children’s contribution and analyze it to develop follow-up instruction plans. Strategy Overview: Talk Moves offers teacher language for facilitating and structuring discussion. These “talk moves” can be used to create opportunities for MLs to practice and use oral language, and for teachers to assess their content understanding and language development.</p>

Connect: The teacher acknowledges that assessment can be time consuming, but claims it's worth it.

- What are the challenges of using formative assessments?
- According to the teacher, why are they worth it?

Explore: This [Guide: Formative Assessment Considerations](#) includes questions that the teacher can use to structure more opportunities for formative assessment of language inside of classroom activities.

■ Stop the video

Based on what you have observed and noted in the video...

What teaching moves or instructional ideas can you “borrow” from these teachers’ practice to support Multilingual Learners (MLs) in your classroom...

...in the coming week?	...in the coming month?