Formative Assessment Moves to Uncover Academic Language Demands and Support English Learners During a Lesson

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California Collaborative
for Educational Excellence

Our Backgrounds

- **Dr. Brent Duckor** is an Associate Professor in the Department of Teacher Education and Core Faculty in the Ed.D. Leadership program at San José State University.

- Taught History, Economics, Civics, and Entrepreneurship at Central Park East Secondary School in East Harlem (NYC).

- Supervise pre-service teachers and collaborate with cooperating teachers across multiple counties in Northern California.

- **Dr. Carrie Holmberg** is a Lecturer in the Department of Teacher Education at San José State University.

- Taught English Language Arts and Journalism at a Title I high school in California and was a National Board Certified Teacher for 20 years.

- Supervise pre-service teachers and collaborate with cooperating teachers in 8 subject areas across multiple counties in Northern California.

We work with ELA, math, science, art, music, P.E., social science, and world language teachers.

Welcome to the 3rd of a 3-part Webinar Series on Formative Assessment
in the "Leading Forward" Initiative led by CCEE

1. The Power of **Posing**, **Pausing**, and **Probing** Moves to Advance Deeper Learning (February 24, 2-3pm)

2. The Power of **Bouncing, Tagging, and Binning** Moves to Improve Decision Making During a Lesson (March 24, 2021, 2-3pm)

3. **Formative Assessment Moves to Uncover Academic Language Demands and Support English Learners During a Lesson**

Geographic Lead Agencies
- Far North Partnership - Shasta COE
- North Bay / North Coast Collaborative - Sonoma COE
- Capital Central Foothill Areas - Placer & Sacramento COEs
- Bay Area Consortium for Student Success - Alameda COE
- Mid-State Collaborative - Tulare COE
- Valley to Coast Collaborative - Kern CSOS
- Southern California System of Support - Riverside & San Diego COEs

Poll: Situating Ourselves

1. Tell us where you are in the K-12 system.
2. Which region of California?
3. Have you done any formative assessment training previously?

Connecting the Dots Today

- Defining FA and AL

- What the Research Tells Us About FA and English Learners and the Role of Academic Language in Equity-based Teaching

- A Case Study: Making FA Moves in a Middle School Mathematics Lesson

- Utilizing FA Moves Framework to Unpack AL Demands in real-time teaching and learning environments

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Formative assessment as dialogic

Formative assessment is a process teachers and students use during instruction that provides feedback to adjust ongoing teaching moves and learning tactics. It is not a specific test, nor an event, nor a bank of test items. Well-supported by research evidence, when effectively implemented formative assessment as a process assists students in achieving intended instructional outcomes.

Key practices include

1. Clear lesson-learning goals and success criteria, so students understand what they're aiming for;
2. **Evidence of learning gathered during lessons to determine where students are relative to goals;**
3. **A pedagogical response to evidence, including descriptive feedback that supports learning by helping students answer: Where am I going? Where am I now? What are my next steps?;**
4. Peer- and self-assessment to strengthen students' learning, efficacy, confidence, and autonomy; and
5. A collaborative classroom culture where students and teachers are partners in learning.

-Robert Linquanti, 2014

Alvarez, Ananda, Walqui, Sato, & Rabinowitz (2014) Focusing FA on the Needs of ELs:

Begin with **sound theory of language learning** (language as action)

- focus attention on language **meaning** and **agency** of the language user
- authentic activities and academic autonomy over time

**Integrate** rigorous **content** and **academic language (AL)**:

- invite **engagement** in rigorous, grade-level academic content
- pay attention to **AL** in subject matter context
- promote high-quality **interactions** to support AL development
- provide **scaffolding** and **adjust scaffolding** for developing competence

Role of Academic Language in Teaching and Learning
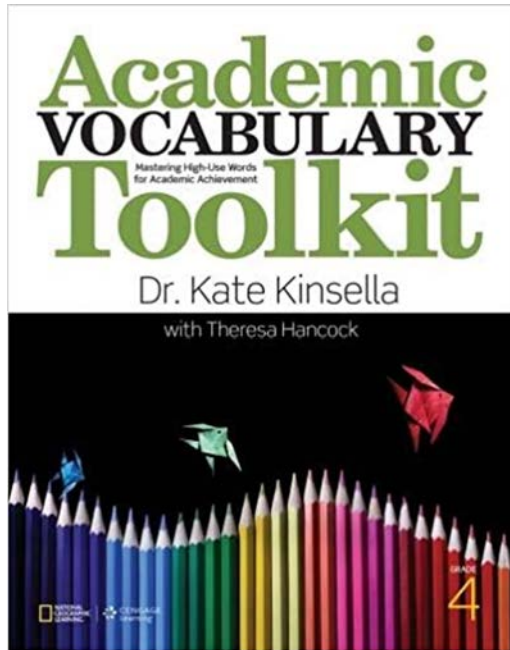
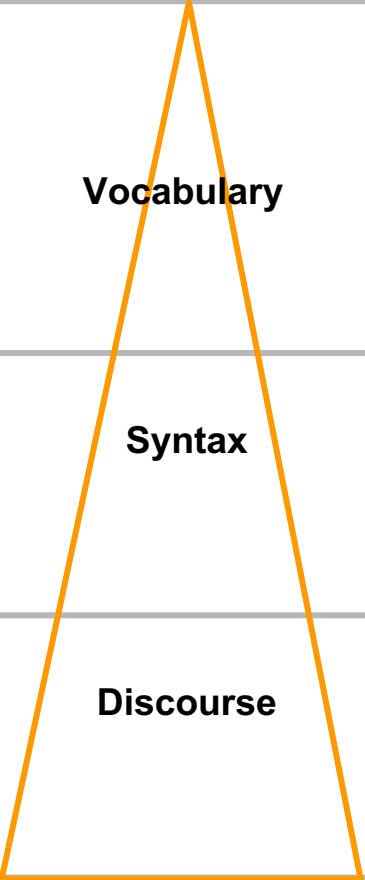**Kate Kinsella**   **Jeff Zwiers**
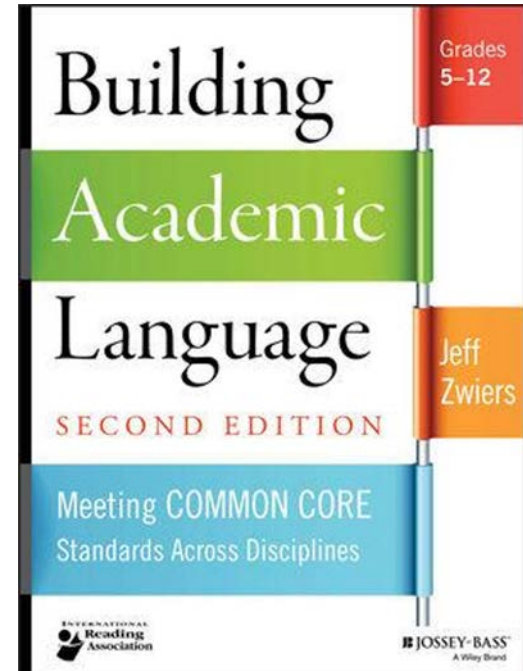
Academic language defined

Refers to the oral, written, auditory and visual language proficiency required to learn effectively in schools and academic programs--in other words, **it's the language used in classroom lessons, books, tests, and assignments, and it's the language that students are expected to learn and achieve fluency in.** Frequently contrasted with "conversational" or "social" language, academic language includes a variety of formal-language skills--such as vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions--that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms. **Even though students may be highly intelligent and capable, for example, they may still struggle in a school setting if they have not mastered certain terms and concepts, or learned how to express themselves and their ideas in expected ways.**

The focus on AL asks us to consider

Q: What are the **language demands** of this lesson?

A: The **receptive** (listening, reading) and **productive** (speaking, writing) language skills needed by a student to **engage fully** and **completely** in a lesson

O'Hara, S., Zwiers, J., & Pritchard, R. (2012).

	AL Features	**AL Skills**
Vocabulary	● Content terms ● Figurative expressions and multiple meaning terms ● Affixes, roots ● General academic terms (e.g., *evaluate, consider, aspects*)	-Figure out meaning of new words used in particular context for comprehension & to connect concepts -Use new words to build ideas -Choose/use best words for message
Syntax	● Sentence structure & length ● Transitions/Connectives ● Complex verb tenses and passive voice ● Pronouns and references	-Craft sentences clearly & correctly -Use a variety of sentence types to clarify message, combine ideas, condense info.
Discourse	● Organization and text structure (e.g., cause and effect) ● Voice and register ● Density ● Clarity and coherence	-Combine features to communicate -Create logical connection between ideas -Match language w/purpose

Walqui & Heritage (2018)

- Focus on **language production** that helps students make sense of academic content

- **Scaffold** student participation with turns of talk routines

- Use **formulaic expressions**, not just sentence frames (e.g., I agree with you, and I can add that… May I suggest a couple of other ideas? One example I can offer…"

Meaningful Classroom Talk

Supporting English Learners' Oral Language Development

BY AÍDA WALQUI AND MARGARET HERITAGE

Teacher: That's right. And why do we say *The Pearl* is a novella? Jim?

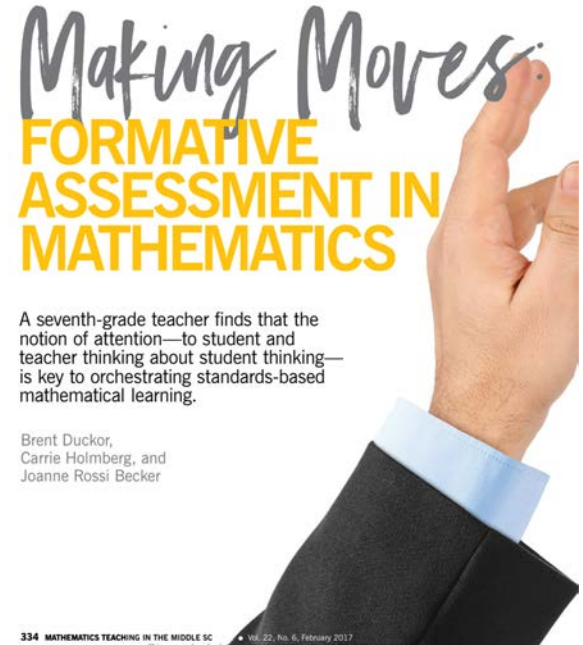# Linquanti notes that FA focused on deeper learning

- Scaffold **academic language supports**

- Build **equity of participation & voice**

- Help all students, **including English Learners**, to stretch and increase their **talk and think time**

- Set up checks for understanding that are **dialogic**, **occurring minute by minute** during each lesson

We know that **FA and AL** is for <u>all</u> students, including designated ELs, but what does it look like **in practice**?

Case study research on real-time classroom assessment

- FA moves help to uncover **anticipated and unanticipated** AL challenges

- 7 FA moves facilitate teachers' flexibility and improvisation to meet students where they are, when they are stuck during turns in a lesson

- Language demands embedded in instructional activities and assessment tasks are addressed immediately to improve student performance

Making Moves:
FORMATIVE ASSESSMENT IN MATHEMATICS

A seventh-grade teacher finds that the notion of attention—to student and teacher thinking about student thinking—is key to orchestrating standards-based mathematical learning.

Brent Duckor,
Carrie Holmberg, and
Joanne Rossi Becker

334 MATHEMATICS TEACHING IN THE MIDDLE SC ● Vol. 22, No. 6, February 2017

Sevan's use of FA MOVES to support AL

- 24 7th graders in April, "regular" math "lane"
- 3 in classes to support English, 8 multilingual (Spanish, Mandarin, Korean, Hebrew), ⅓ in "reading enhancement class"
- 3-D geometry unit: surface area of rectangular prisms
- Students looking at all the ways they can arrange 24 blocks/cubes into a rectangular prism (minimizing surface area). They had just finished working in groups, building different arrangements
- AL: *arrangements,surface area, materials, cardboard*
- Just about to release for independent work:

  Which of your arrangements requires the box made with the least materials? Which requires the box made with the most materials?

Build me
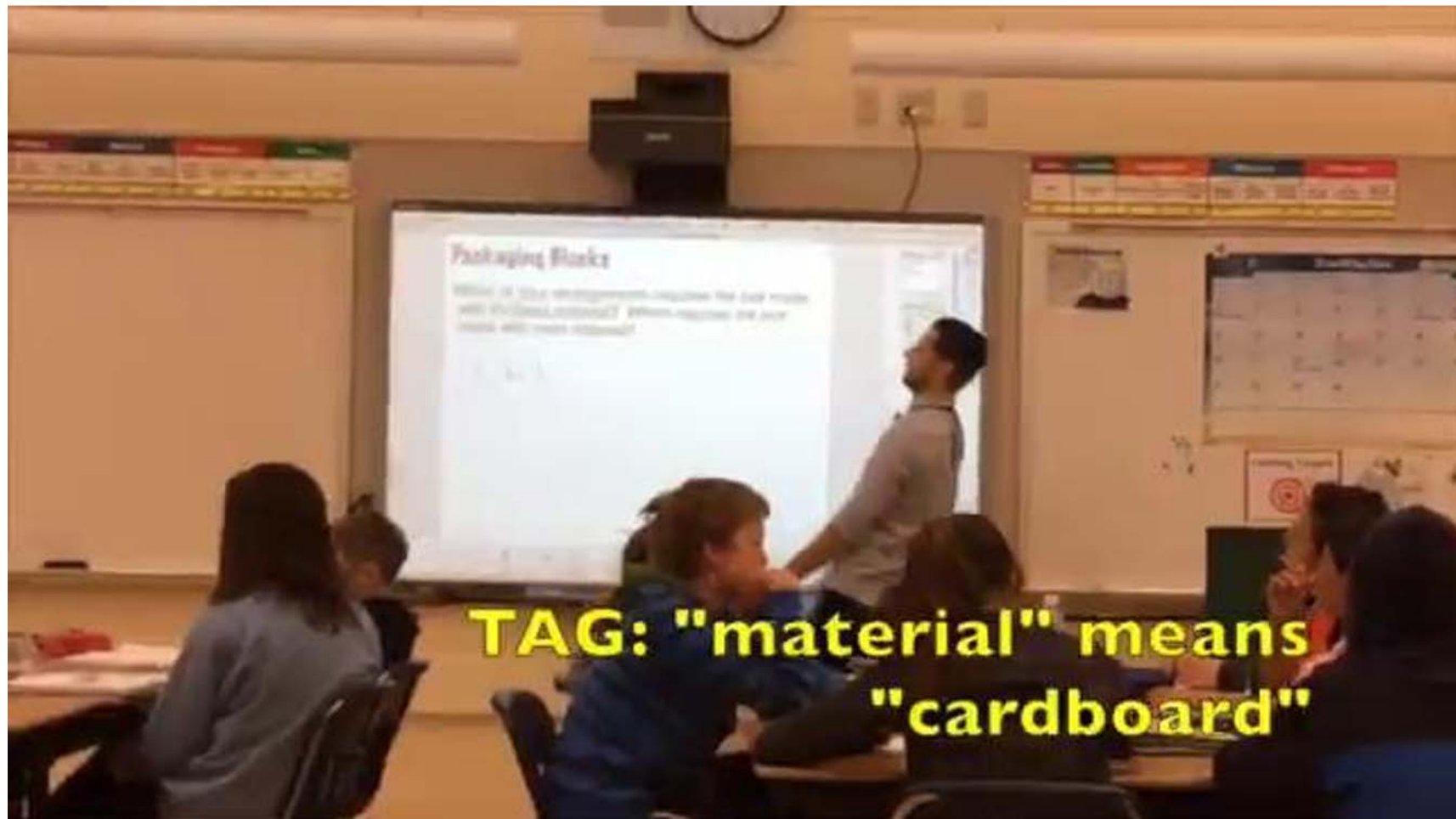
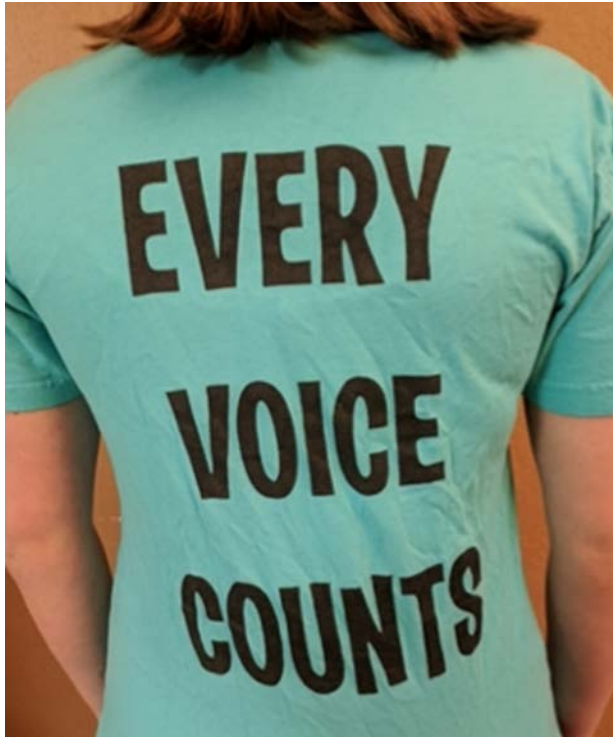TAG: "material" means "cardboard"

Key Takeaways

- Using FA moves to improvise and support AL demands on the fly

- Inviting students to unpack and identify AL (the "materials" example) and share with the whole class

- Taking the time to unpack the meaning as well as the use of particular language in classroom prompts that we might assume are relatively straightforward for everyone

- FA MOVES such as bouncing and pausing allow students to see that AL is FOR everyone

Our Framework links FA and AL in a classroom-based assessment process that is visible to everyone in a learning community

FA Moves

TAGGING — Publicly representing variation in student thinking by creating a snapshot or a running record of a class's responses

BOUNCING — Sampling a variety of responses intentionally and systematically to better map terrain of student thinking

PROBING — Asking follow-up questions that utilize information from actual student responses

PAUSING — Giving students adequate time to think and respond as individuals or as groups

POSING — Asking questions that size up the learner's need in the lesson and across the unit

PRIMING — Preparing the groundwork, establishing and maintaining norms, acting to acculturate students to learning publicly

BINNING — Noticing patterns in student responses, categorizing them along learning trajectories, and using responses to inform next steps

Priming

PRIMING

Preparing the groundwork, establishing and maintaining norms, acting to acculturate students to learning publicly

Why Priming is Especially Important for English Learners —and Their Classmates

- Persistent language use during FA-rich classroom practices can place complex demands on ELs

- Students' "scripts" for using language to communicate and learn (Gee, 2007) may not align with language-intensive FA practices

- Helps students see their usual modes of communication with friends, family members, and neighbors as assets to be built upon

- Helps position ELs as valued contributors

- Promotes equity of voice

POSING

Asking questions that size up the learner's need in the lesson and across the unit

Posing and Academic Language Supports

- Question difficulty matters when checking for understanding

- Scaffolding questions with sentence starters helps

- ELs (and other students) benefit when questions are posed through more than one modality, i.e., visually and orally

- Yes/No questions often fail to facilitate accurate assessment AL development

Pausing

Giving students adequate time to think and respond as individuals or as groups

Pausing and Academic Language Support for ELs

- All students need processing time to "transfer files" from short-term to long-term memory

- Some ELs may be translating to/from home language

- Rehearsing a response with a classmate counts as pausing and supports oral language production

- Using regular, consistent, familiar pausing routines that your students respond positively to make it more likely ELs' voices will be heard

Probing moves invite English Learners to Elaborate and deepen Academic Language use for all

- Asking follow-up questions deepens student learning AND helps provide teachers with important information

- How can teachers build on ELs' assets without exploring them deeper?

- Probing is integral to ensuring students have opportunities to re-think, revise, and re-consider

- Probing helps all students, including ELs, bridge new content to their prior knowledge and experiences
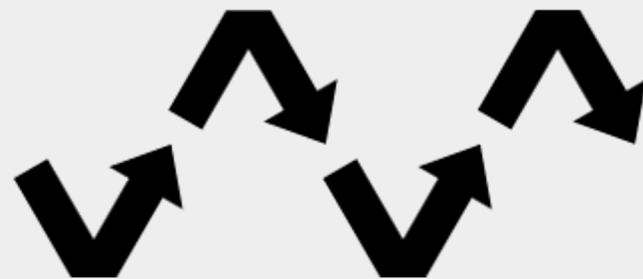
Sampling a variety of responses intentionally and systematically to better map terrain of student thinking

BOUNCING

Contextualizing Bouncing for ELs promotes inclusion and better decision making

- Obtaining a **representative sample** is a requirement for sound instructional decision making

- Bouncing intentionally with equity cards/sticks, randomizer apps is **not only a matter of equity**—it is how we know **where students actually are** in the lesson

- **When** and **how** you bounce to ELs matters—priming for success takes planning

Tagging
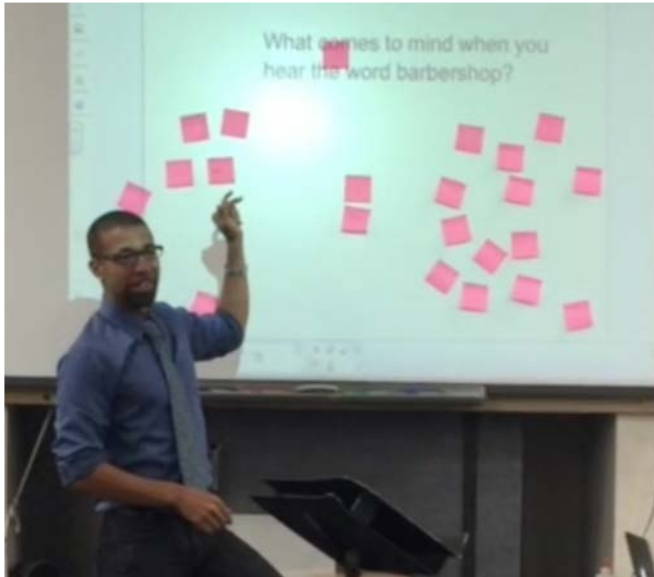
Publicly representing variation in student thinking by creating a snapshot or a running record of a class's responses

TAGGING

Contextualizing Tagging for ELs and making AL visible

- Tagged responses on the JamBoard, Google doc, and/or dry erase board remain available for ELs to engage and re-engage with over the lesson

- Sends the message that all responses are valued, including "correct," "incorrect, and seemingly "off-topic" responses

- Reinforces the connection between spoken and written word with a running record

- Invites students to warm up and share AL in low-stakes setting

Binning
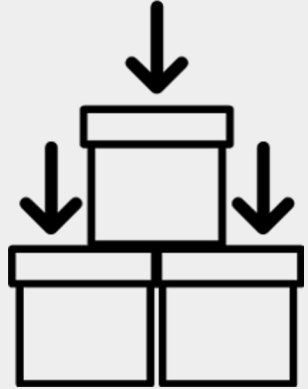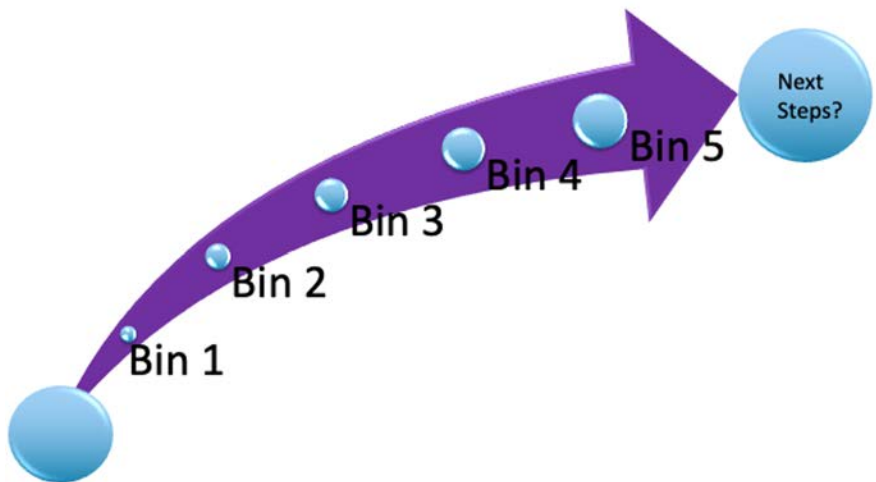
Bin 1
Bin 2
Bin 3
Bin 4
Bin 5
Next Steps?

Noticing patterns in student responses, categorizing them along learning trajectories, and using responses to inform next steps

BINNING

Our "binning" purposes matter...

For Grading	For Feedback
Summative	Formative
General status markers	Specific, actionable cycle
Autopsy on events	Progress on processes
Student involvement minimal	Student involvement essential
Narrow focus on "points"	Leads way to "next steps"

Contextualizing Binning for ELs from a formative assessment perspective

- Binning is about getting ELs to engage in next steps that deepen their learning during a lesson segment

- Processes of binning—including providing formative feedback—should support students' growing independence, agency, self-regulation, and self-direction

- Graphic organizers such as analytic rubrics and grading sheets can be overwhelming for ELs and are no substitute for unpacking each criteria

A Progress Guide is a tool to support Binning-for-Feedback while unpacking language demands of the assessment tool itself

Causes of Dust Bowl

Weighs evidence

Adds evidence

Takes a position

Restates

Not ready

Progress Guides are AL friendly

Making an argument	Can currently do	Next steps
	I can weigh evidence and its importance	I want to…
	I have added some evidence	I want to…
	I took a position for or against	I want to…
	I restated the question	I want to…
	I am not yet ready to write	I want to…

Going forward and valuing what matters

- Linking FA MOVES to ELD Practice Standards

- Enacting Equity-focused AL supports for all CA students across all 8 subjects

- Demonstrating clear commitment to English Learners' participation and progress—one lesson at a time

- Using an assets-based approach to assessment FOR learning that honors linguistic and cultural backgrounds

Formative Assessment Moves

➔ Build student participation

➔ Encourage equity of voice

➔ Make thinking public

➔ Reveal patterns in understanding in real-time

➔ Promote safe spaces to try out "first draft" responses

➔ Support academic language use on Zoom or in Class

Ways to Connect Going Forward

Modules

https://ccee-ca.org/

Free eCourse modules:
- **Overview of the FA Moves**
- **Priming**
- **Posing**
- **Pausing**
- **Probing**
- **Bouncing**
- **Tagging**
- **Binning**
- **Using the FA Moves to Close Opportunity Gaps**

"Office Hours"

cholmberg@validitypartners.com

Professional development support:

—5 "office hours" slots for those LEA/districts/schools who want to work with us in May-June

—We will be collaborating with those who would like to integrate this work into their LCAP

Thank you

Please go to the survey link in THE CHAT **to provide feedback**.

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