



CAL Webinar

Assessing Development and Providing Feedback: Language Assessment in a Virtual Environment

Webinar


May 1, 2020

CAL Language Assessment Division
solutions@cal.org
@CAL_Linguistics
#languageapplied




Participation in Today's Webinar

- Make sure you are set up for computer audio.
- Please keep your mics on **MUTE**.
- Enter your questions/chat participation in the Questions box.
- We will respond to as comments as possible!



Questions



Webinar Activities/Registration

<http://cal.org/resource-center/freesources>

Online Learning Resources

The Center for Applied Linguistics (CAL) is offering **FREE** resources so that you can continue your practice, get some ready-to-use ideas, or just learn a new skill whether you're a teacher, administrator, policy-maker or a student teacher.

UP NEXT: Register for all of our upcoming live discussions:

- CAL Policy One Takes: Funding Opportunities
* Thurs, April 30 - 1:00 PM - 1:30 PM EDT
- Assessing Development and Providing Feedback: Language Assessment in a Virtual Environment
* Fri, May 1, 2020 3:00 PM - 4:00 PM EDT
- Cómo fomentar el desarrollo de la lengua y la lecto-escritura en español
* Tues, May 5, 2020 - 3:00 - 4:30 PM EDT
- CAL Policy One Takes: Virtual Instruction
* Thurs, May 7 - 1:00 PM - 1:30 PM EDT
- Reenergizing the Brain: Integrating Language with Art, Physical Education, and Music in the Home
* Fri, May 8, 2020 3:00 PM - 4:00 PM EDT
- Foundations of Dual Language Education
* Tues, May 12, 2020 - 3:00 - 4:30 PM EDT
- Fostering Spanish Language and Literacy Development
* Tues, May 19, 2020 - 3:00 - 4:30 PM EDT
- CAL SDP for Dual Language Programs: A Focus on Scaffolding for Students Learning in Two Languages
* Tues, May 26, 2020 - 3:00 - 4:30 PM EDT




Archived Webinars

<http://cal.org/resource-center/freesources>

WATCH NOW:



Click the topics below to watch the video. Handouts and PowerPoints are included in the descriptions.

- Engaging Culturally and Linguistically Diverse Students and Families: Social-emotional Wellness in the Home
* Life Books Activity (PDF) [5] 562.14 KB
- Life Books Activity (PDF) [5] 143.53 KB
- Daily Reflection - A. Pichard (PDF) [5] 364.95 KB
- Social Emotional Wellness at Home (PDF) [5] 1.31 MB
- Kitchen Chemistry and Backyard Biology: Language and Science in the Home
* Handout: Language and Science Activities for the Home [5] 1.28 MB
- Webinar PPT: Language and Science Activities in the Home [5] 1.39 MB
- 9 Ways to Put "Social" in #SocialDistancing: Language Learning Activities at Home
* Handout: 9 Ways to Put Social in Social Distancing 2.08 MB
- Webinar PPT: 9 Ways to Put Social in Social Distancing [5] 1.39 MB
- 12+ Reading & Writing Activities to Promote Literacy in Your Home
* Handout: Promoting Literacy in the Home 1.29 MB
- Webinar PPT: Promoting Literacy at Home [5] 1.68 MB
- Beyond Numbers: Language and Math in the Home
* Handout: Beyond Numbers 4.62 MB
- Webinar PPT: Beyond Numbers [5] 1.74 MB





Agenda

- Introductions
- Defining assessment
- Creating a virtual assessment plan
- Wrap up

Poll

- I am joining the webinar today *primarily* as a...
 - Parent
 - Teacher
 - Administrator
 - Researcher
 - CAL colleague

Introductions



Meg Montee



Jamie Morgan

What is one hobby that you have engaged in during this time?



Survey responses

- What participants told us during last week's webinar....

How are you currently assessing your students?

- Haven't implemented assessments (yet)
- Informally
- Leveraging online platforms used for instruction, especially ones that support video or audio
- Group meetings
- Communicating about needs (with students or their parents)

What are your biggest challenges?

- Technology not accessible or familiar to students
- Participation in synchronous activities
- Limited instructional time
- Assessing communication skills over phone or video



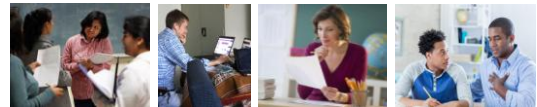
Objectives

□ Content objectives

- You will learn how to:
 - Create a realistic assessment plan
 - Align assessment to your context, language objectives, and resources
 - Use checklists or rubrics to provide feedback remotely

□ Language objectives

- You will be able to discuss assessing students' language development in a virtual environment.



HOW SHOULD I APPROACH ASSESSMENT?

What's one word that comes to mind when you think of "assessment"? Type your answers in the chat.



Classroom-based Language Assessment

□ Classroom-based assessment is:

- a way to **gather information** about our students' language growth
- an ongoing process of **setting clear objectives** for student learning and **evaluating progress** toward those objectives
- an opportunity to **enhance, empower, and celebrate** students' learning



Approaches to Assessment

- Many different types of assessment can be used to gather information to fulfill our needs
- Formal and standardized tests are not the only forms of assessment
 - Focus on collecting information rather than the assessment event or test
- **Formative assessment** can be a powerful tool for monitoring and documenting students' language development, especially in a virtual environment



Formative Assessment

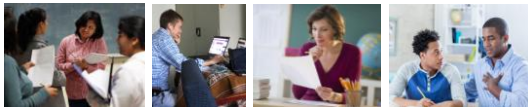
- Formative assessments are used **during the course of instruction** to learn about students' progress toward educational objectives
- Results can be used to **inform instruction AND provide valuable feedback** to students, parents, and other stakeholders
- Examples of formative assessment include observations, presentations, assessing short conversations, journals, and more!



Discussion Question

- What is one example of a formative assessment you have used or could use in a virtual environment?
 - What makes it effective for a virtual context?

Type your responses in the chat box!



CREATING AN ASSESSMENT PLAN



Key Questions for Creating an Assessment Plan

- What **contextual factors or constraints** do I need to account for in my assessment plan?
- What are **realistic** instructional language and content objectives right now? What are my **priorities**?
- What decisions do I need to make (now and in the future) about my students? What **information** would help me make those decisions?
- What **tools or resources** do I have available to collect and document this information?
- How will my assessment plans **affect my students** and their families?

Key Questions for Creating an Assessment Plan

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Key Considerations

- Understanding and responding to the challenges and constraints of our current context, including:
 - limited access to resources (students & teachers)
 - changes to curriculum and assessment plans
 - technological issues and troubleshooting
 - changes to the amount of instructional time
 - changes to instructional delivery methods
 - differences in classroom and home literacy practices
 - practical issues of student and teacher availability
 - situational stress and need to prioritize social and emotional well-being




Potential School & District Considerations

- Needs may include:
 - advocating for needs of ELs
 - ensuring policy compliance
 - making informed classroom decisions for the upcoming academic year
 - collecting and reporting data for school and/or district monitoring
 - communicating information to school/district stakeholders and administrators



Home Literacy Practices

- What are the home literacy practices of my students (either in English or another language)?
 - How might instruction and assessment practices engage with and support these practices?
 - How might my feedback about and documentation of learning incorporate home literacy practices as meaningful avenues for learning?




Key Questions for Creating an Assessment Plan

- What contextual factors or constraints do I need to account for in my assessment plan?
- What are realistic instructional language and content objectives right now? What are my priorities?
- What decisions do I need to make (now and in the future) about my students? What information would help me make those decisions?
- What tools or resources do I have available to collect and document this information?
- How will my assessment plans affect my students and their families?

Setting Language Objectives


- **Language objectives** address the *language* needed to achieve content objectives
- When reviewing language objectives, consider:
 - Can this objective be addressed through virtual instruction?
 - Can I assess this objective virtually?



Sample Language Objective

Students will be able to orally describe characteristics of liquids solids, and gases to a partner.

- My priorities:
 - Students will talk about content
 - Students will use key terms
 - Students will develop sustained descriptive language for discussing science



Sample Language Objective


Students will be able to orally describe characteristics of liquids solids, and gases ~~to a partner~~ **to a partner in a structured conversation**

- A related goal may be:
 - Students will be able to participate in group video chats

Do I need to adjust my expectations for the quantity and complexity of language students will be able to produce right now?

Ideally I could capture this information efficiently during a group video chat, but some of my students can't attend these. Do I need to think about multiple ways to collect this information?

Understanding the conventions of online communication and participating in a video chat is an important skill. How can I capture this in my assessment data?



Discussion Questions

- What is an example of a language objective you have for your students right now?
 - How have you adjusted this objective to make sure it's realistic for your current context?

Key Questions for Creating an Assessment Plan

What **contextual factors or constraints** do I need to account for in my assessment plan?

What are **realistic** instructional language and content objectives right now? What are my **priorities**?

What **decisions** do I need to make (now and in the future) about my students? What **information** would help me make those decisions?

What **tools or resources** do I have available to collect and document this information?

How will my assessment plans **affect my students** and their families?

Two Key Questions

- What do I want to know?
- How will I use the information?

How would you answer these questions for this language objective? Type your answers in the chat box.

Students will be able to orally describe characteristics of liquids solids, and gases in a structured conversation

Purposes for Assessment

Students will be able to orally describe characteristics of liquids solids, and gases in a structured conversation

What do I want to know?

- What **quantity and quality** of language can my students produce when describing scientific properties (according to **WIDA Standards**)
- To what extent can my students produce **key content terms** and structures when speaking
- Are my students able to participate in **video chats**?

How will I use this information?

- **Documenting** progress in language development (e.g., evidence of overall speaking ability)
- **Planning** instruction (Where is more practice needed?) and tech support
- **Sharing** progress with students and families

Validity

- **Validity:** aligning assessment tools with their purpose and use
 - Related to how well an assessment matches your intended purposes and whether or not the information you collect is sufficient for the use
 - Example: Assessing English language writing proficiency **to plan instruction** vs. as part of **exit criteria** for English Learners

During Covid-19

- Consider whether or not assessment needs to be a formal event
 - Will using formal assessments or tests add unnecessary anxiety to students and families?
 - Can you gather **sufficient information to meet your needs** through creative or informal approaches?
 - Consider adding **documentation** to instructional activities in order to gather information
 - Sharing rubrics and assessment tools with students can powerfully shape learning (when done both before and after assessment); balance this with other priorities

Key Questions for Creating an Assessment Plan


- What **contextual factors or constraints** do I need to account for in my assessment plan?
- What are **realistic** instructional language and content objectives right now? What are my **priorities**?
- What decisions do I need to make (now and in the future) about my students? What **information** would help me make those decisions?
- What **tools or resources** do I have available to collect and document this information?
- How will my assessment plans **affect my students** and their families?

Leveraging Existing Resources

- Keep assessment simple for you and for the students
 - Prioritize what to assess and document
 - Look for ways to document information during instructional activities
- Use the same tools and procedures that you use for instruction rather than introducing new things
- Adapt resources used in your state for describing language development
 - WIDA Performance Definitions
 - New York State Performance Level Definitions

Evaluating Student Performance

- Checklists and rubrics are effective tools for evaluating student performance on assessment tasks and communicating feedback
- These can be developed or adapted from existing resources
 - Supports communicating results to others by aligning with external proficiency descriptors



Purposes for Assessment

Students will be able to orally describe characteristics of liquids, solids, and gases in a structured conversation

What assessment tasks could you use for this example? Type your answers in the chat box.


What do I want to know?

- What **quantity and quality** of language can my students produce when describing scientific properties (according to **WIDA Standards**)?
- To what extent can my students produce **key content terms** and structures when speaking?
- Are my students able to participate in **video chats**?
- Documenting** progress in language development (e.g., evidence of overall speaking ability)
- Planning** instruction (Where is more practice needed?) and tech support
- Sharing** progress with students and families

Sample Checklist for Assessing Speaking

For use in a group discussion context
Created by referencing *WIDA Performance Definitions for Speaking and Writing* and my own objectives

	Can use Mute/Unmute in video session	Responds to direct question with 2-3 oral sentences	Uses key content vocabulary appropriately to add detail	Language is generally comprehensible
Student A	With support	Y	Y	Extended pauses
Student B	Y	Y	Y very strong	Y
Student C	Y	Short phrases	N	Y




Tools for Virtual Assessment

- Participants from last week's webinar expressed using the following tools for virtual assessment:

Online Platforms

- Blackboard Collaborate
- Flipgrid
- Google Classroom
- Microsoft Teams
- Schoology
- Seesaw
- Zoom



Key Questions for Creating an Assessment Plan

What **contextual factors or constraints** do I need to account for in my assessment plan?

What are **realistic** instructional language and content objectives right now? What are my **priorities**?

What decisions do I need to make (now and in the future) about my students? What **information** would help me make those decisions?

What tools or resources do I have available to collect and document this information?

How will my assessment plans affect my students and their families?



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Feedback

- Feedback is information provided to learners about their progress towards an objective
- This information should be:
 - goal-oriented
 - actionable
 - timely
 - ongoing
 - consistent
- Feedback is NOT a value judgement, an evaluation, or advice



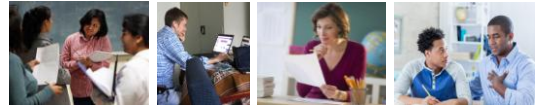
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Planning Virtual Feedback

- Consider:
 - What impact will my feedback have on students' language development and motivation? How can it be delivered in a way that empowers them and positively frames their growth?
 - What information does the assessment provide?
 - How will I communicate feedback to students and families in meaningful and accessible ways?
 - How can I make sure my feedback is targeted and actionable for my students?
 - How can I document assessment results for the future?



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WRAP UP



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Summary

- Develop realistic language objectives and align assessment to these
- Keep assessment simple and consistent with instructional practices
- Consider ways to document information from activities you are already doing
 - Existing proficiency descriptors can be adapted as rubrics or checklists to support effective documentation, particularly for future needs
- Focus on how assessment and feedback can be designed to support and motivate students
 - Informal, instructionally-embedded assessments may be the most effective right now



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Your Turn

- What is one assessment approach you plan to implement?
- What is one AHA moment you had during the presentation?



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Upcoming Topics

Date	Topic
May 5, 2020	<i>Cómo fomentar el desarrollo de la lengua y la lecto-escritura en español</i>
May 8, 2020	<i>Reenergizing the Brain: Integrating Language with Art, Physical Education, and Music in the Home</i>
May 12, 2020	<i>Foundations of Dual Language Education</i>
May 15, 2020	<i>The World Around Us: Social Studies, Geography and Language in the Home</i>
May 19, 2020	<i>Foundations of Dual Language Education</i>



<http://cal.org/resource-center/freeresources>

Online Courses

- CAL's self-paced asynchronous courses:
 - Academic Literacy Development for English Learners
 - Foundations of Literacy: The Nature of Reading
 - Fundamentals of Sheltered Instruction: Featuring the SIOP Model
 - **Register now! Building Background and Comprehensible Input: CAL SIOP Essentials**
- <http://www.cal.org/what-we-do-online-courses>
- All courses are ~ 5 hours of course time
 - After completion, participants receive a *CAL Certificate of Completion* that can often be used to obtain continuing educational credits from your school or district.



Thank You

- View this webinar and download the handouts on our [CAL Resources](#) page.
- Join us next week, Friday, May 8, 3-4pm EST
 - Next week's topic: Reenergizing the Brain: Integrating Language with Art, Physical Education, and Music in the Home
 - <https://attendee.gotowebinar.com/register/6248476608423311629>



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