

Challenges with Effectively Assessing English Language Learners

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Abstract

This capstone project examines the problem of effective ways to assess English Language Learners (ELLs). Though, assessing students is an essential part of education there are many problems with the lack of effective assessment practices ELL students face. The research shows that when assessed ELLs face cultural bias, testing anxiety, and testing of language rather than content knowledge. Therefore, this capstone examines how to effectively and accurately assess ELL students in a mainstream classroom. Including items such as accommodations, differentiation, alternate assessment, and alternate strategies to collect data. To mitigate the challenges of assessment ELLs face, this capstone will include a Professional Development (PD) for educators. The PD contains tools such as hand-outs, scenarios, and hands-on collaborative work to dive into the strategies to accurately and effectively assess ELL students. The capstone aims to identify and minimize the ramifications of assessment of student success through modifications, accommodations and alternative assessments. Alongside, implications for teaching such as alternate ways to provide accommodations and collect data. Finally, the capstone supplies recommendations for future research such as case studies on the differences between standardized testing and alternative assessment.

Keywords: accommodations, differentiation, alternative assessment, data, testing, English Language Learners (ELLs).

Chapter 1: Introduction

Problem Statement

This capstone will address: How teachers can implement effective assessment for ELL students in the classroom. Personally, I see a lot of colleagues handing out the same multiple-choice test to a classroom full of diverse learners, different proficiency levels and different learning styles. Teachers are too focused on teaching to the test or the repercussions of poor test scores that the lack of differentiation has come to surface. According to Reynolds (2018) in 2018-2019 the New York City Department of Education report indicated 30.40% of students were English Language Learners (ELLs). Which notes an increased ELL student population from previous years. However, DelliCarpini (2009) states that a large number of teachers report feeling unprepared to assess ELL's. In this capstone I will use Kelly (2011) definition of effective assessment which is "assessment of all types providing evidence for the practitioner to make decisions often in collaboration with the learner, about the next steps forward in the learning program" ELL students have multiple challenges to face academically (p. 12). ELL students face bias assessments alongside lack of content knowledge from background information which puts them a disadvantage for a successful assessment. During the professional development I hope to mediate the issue of lack of information on how to assess and differentiate assessment for ELL students in the classroom.

Significance of the Problem

The lack of effective assessment affects ELLs/Bilingual students in many different ways on several different levels. At a state level, ELL students are given the same state exams as mainstream English dominate students. According to DelliCarpini (2009), challenges with assessments begin with vocabulary usage, complex linguistic contrasts, and cultural assumptions

unfamiliar to ELLs. If ELLs learned English as a foreign language in their native country before their move to the United States, the variety of English taught affects usage of particular words. The standardized tests, in class tests, and chapter tests show bias in many different ways which contribute to the lack of ELL success. According to Bailey (2008) the strengths of these assessments include such factors as economic status, uniformity of tests such as procedures and scoring alongside consistency in regards to normed for comparison over time across test takers. Assessment weaknesses can include omission of certain important features of the English Language proficiency construct such as interactions and technology. Bailey states “Assumed homogeneity of test-takers that raises issues of fairness and bias if assumptions are violated with ELL students, and a high level of assessment literacy required by teachers to interpret test scores” (p. 3). Linguistic challenges arise during high stake testing and classroom testing when learners may be able to demonstrate their subject-area knowledge more effectively in their native language (Bronwyn, 2016).

Alongside linguistic struggles during testing ELL student often face concerns with cultural familiarity and knowledge assumed while testing. Test materials and questioning often times reference ideas or events that may be unfamiliar to ELL students because they have not been exposed or explicitly taught them because they are assumed by culture (Bronwyn, 2016). Students are often times scaled based on their success of the testing which is often inaccurate of the knowledge that they know. ELL students while receiving accommodations and effective assessments should not be counted out of high stake tests as it is important to hold all students to a high standard but that educators need the tools and strategies to implement effective strategies to assist students in being successful.

Purpose

The professional development presented in this capstone aims to address the overarching question of how can elementary teachers develop and implement effective strategies for assessing ELL students. Educators will learn how to identify student assessment style of ELL students. As well as provide effective assessment for different proficiency levels, and provide ELL students with effective testing strategies to perform higher on high stake testing. Teachers will be provided with tools, charts and examples on different quality assessments and strategies to better evaluate ELL students. In addition, teachers will practice with scenarios, examples and collaborative work to develop a full understanding on how to develop and grade ELL students effectively. The goal for the professional development is for teachers to have a good understanding of how to assess and use their knowledge and language proficiency levels to determine the different strategies to effectively evaluate ELL students. The most accurate information about student progress comes from assessments that are designed by teachers and are connected to the actual instruction that is occurring in the classroom. However, a large number of teachers report that they feel that they are unprepared to assess ELLs. Coady et al. (2011) report that Floridan teachers felt prepared to teach ELLs because they had pre-service training experiences working with ELLs. Many teachers may not receive the same experience which can contribute to the problem. The ELL population is a rapidly growing group, and mainstream classrooms with ELLs will be the exception rather than the norm in the coming year. All of these points pull together to demonstrate the lack of differentiated assessment and professional development assisting teachers without ELL background or education.

Conclusion

English Language Learners are not receiving fair and equal opportunities throughout assessment in the classroom and state level. Mainstream teachers are not fully trained on how to provide differentiated assessments for students to demonstrate knowledge of content area instruction learned. Research indicates that ELL students are severally underperforming on academic achievement tests. For instance, Zimmer (2016) reports:

fewer than 5 percent of English Language Learners were found to be proficient on the state's English exam and only 13 percent passed the state math exam, according to the 2016 state tests. And while the rest of the city's public-school students showed an increase in test scores, the ELL students were the only group to show a decline in test scores (p.145).

The professional development will be provided so educators can develop skills on effective assessment for different proficiency levels while differentiating assessment and how to prepare their students for high stake tests. In Chapter 2, I will synthesize and leverage literature to support the claims made such as effective strategies, tools and knowledge on proficiency levels. In Chapter 3, I will provide a professional development on developing and implementing effective assessment for ELL students with support from the research found in Chapter 2. Chapter 3 will also include appendices with materials for the Professional Development.

Chapter 2: Literature Review

Providing English Language Learners (ELL) with effective assessment is challenging yet a necessary task. Mainstream teachers often have ELL students in their classes with no ELL background on how to assess them. For example, only 1 in 5 traditional teacher preparation programs require at least one course entirely focused on ELL students (Kim et al., 2014). Yet, according to Solano-Flores (2014), there are over 11 million linguistic minority students enrolled in public schools whose native language is not English yet U.S legislation mandates the participation on large-scale assessment programs. I will explain the issues that arise such as high-stake testing, bias tests, test anxiety, and lack of representation in the classroom. I will then finish with suggestive solutions for these issues include alternative assessment, differentiation, and alternative ways to collect evidence of learning.

Funds of Knowledge

Funds of knowledge is a theoretical framework based on a collection of knowledge within cultural practices that are a part of a family's inner culture, work experience, and daily routine (Haneda, 2012). An analysis of funds of knowledge, in regards to assessment of ELL students, shows a positive view of households containing ample cultural and cognitive resources with great potential for use in the classroom (Moll et al., 1992). The relation between student's background and knowledge from home and cultural correlates to the knowledge they bring into the classroom. Educators should use ELLs funds of knowledge for a framework in classroom assessments.

Different Assessment Types

Diagnostic

Diagnostic assessment is defined as a form of pre-assessment where teachers can evaluate students strengths, weaknesses, knowledge and skill before they receive instruction. As stated by Bejar (1984), “diagnostic assessments are different from traditional approaches in that they do not rely solely on logical taxonomies and content specifications to describe their objectives” (p. 11). According to Tookin (2021) a diagnostic assessment normally happens at the start of a unit study. The goal of this form of assessment is to inform instruction to identify the strengths and weaknesses of students, or just to collect data.

Formative

Ducker and Holmber (2019) state that formative assessment include a wide variety of methods that educators can use to conduct in process evaluation of student comprehension, learning needs, and academic progress. According to Boston (2002), feedback given as a part of formative assessment helps learners become aware of any gaps that may be happening between the learning objective and their current knowledge. Boston notes that examples of formative assessment include inviting students to discuss thinking in pairs, having students “jot” understanding, summarizing, entry and exit slips, interview with a peer and self-assessment.

Summative

According to Kibble (2017) summative assessments are usually applied at the end of a period of instruction to measure the outcome of student learning. They are high-stakes and can cause student anxiety but can be used to encourage course improvement and assess teaching effectiveness.

Challenges Involving ELLs and Testing

English Language Learners (ELL) face a dual challenge of second language acquisition and content knowledge in different subject areas. One challenge being ELLs acquiring new language and the second being acquiring instructional content in different subject areas. Wolf et al. (2008) affirms that ELL students can take 4 to 8 years to achieve the English Language Proficiency needed for success on high-stakes academic achievement tests. In addition, Kindler (2002) indicates that with assessment students face many challenges such as bias test scores and stressful environments. Likewise, mainstream teachers face challenges such as lack of professional developments on alternate assessments and differentiation for ELL students (Milnes, 2008). Next, I will present research that addresses challenges that ELL students encounter when presented with high-stakes testing and testing environments.

ELLs and Standardized Test

Standardized tests otherwise known as high stake tests are assessments which students, teachers, administrators, and entire school systems must take accountability for student performance (Kindler, 2002). Despite efforts to close achievement gaps many challenges arise with ELL students and standardized testing. According to DelliCarpini (2009) one challenge is the use of unfamiliar words. If ELL students learned English in their foreign country before their move to the United States a base of words can affect the usage. An example, “British, American and Indian use English words differently: the noun *dress* can refer to clothes for men, women, and children in Indian English; *banger* means sausage” (p. 117). ELL students face the problem of a bias test when they are naturally unfamiliar with the words used on the test. As stated earlier, assessment have a purpose whether it be to pre assess, monitor progress, or to post- assess progress. However, in the case of standardized testing the question of purpose arises when used

with ELLs. Are they testing academic knowledge and ability or are they testing language skills? (Kindler, 2002)

Another additional challenge for ELLs and tests is that standardized tests lacks cultural representation and background knowledge. DelliCarpini (2009) illustrates an example, a question from the 2007 New York State Testing Program ELA Assessment showed students a picture of students in a band class and students in an art class and asked them to look at the pictures they do at school. They asked the students to write about which one is better. This is problematic because it assumes students have these activities in their school or are able to partake in them if they do. Butler (2001) reports that in the past ELLs with few years in the United States were exempt from standardized testing. Bulter goes on to add that the problem with this approach was the lack of representation of these students. When ELLs have not been included in high-stakes tests their needs are often overlooked during program design and instruction (Kindler, 2002).

There are both challenges and benefits of ELLs and standardized tests According to Wolf (2008), content analyses and alignment studies for both the English Language Proficiency and content area tests are one essential type of validity evidence that needs to be provided in support of the appropriate measurement of ELL students' language and content knowledge proficiency. DelliCarpini (2008) states, classroom assessments often pose similar challenges. Classroom assessments can be highly language dependent that may exceed the students current proficiency level. When this occurs classroom assessments lack cultural connection and context that is familiar to ELL students.

ELL and Testing Environments

ELL students may be exposed to higher levels of stress when taking high-stakes or in classroom tests. Banse (2018) compared students' academic achievement between personal-level

and contextual factors. Banse examined students' perceptions of two classroom characteristics (care and control) in relation to two Latino student characteristics (ELL and grit) with comparison and effect on their academic achievement. The study used a person-environment framework to examine how the two characteristics of the classrooms shape the success of students' academic achievement. According to Banse the findings show that in classrooms that Latino students perceived as highly caring or highly controlled alongside the relation between ELLs' grit and ELA achievement was nearly twice as strong as the relation between non-ELLs' grit and ELA achievement. This is showing that, strong student view of the care and control were extremely important for ELLs' grit and, their ELA achievement, in comparison with Latino non-ELLs' grit and ELA achievement.

The relation between the environment the students are in and the success outcomes clearly have a correlation. In another study Aydin (2012) tested test anxiety on a scale to determine students' perception of their environment and test anxiety. Aydin used a background questionnaire and test anxiety scale to correlate the relation between the two. The study consisted of 480 young ELL students who were of the ages in a range of 9-14 and came from different elementary schools. The results showed that students felt anxiety and stress under environmental conditions. Aydin states "learners sometimes suffer from physical problems and get panicked, upset, worried, uneasy, and anxious due to some specific situations such as pop quizzes, fears for the future and interference during exams" (p. 193).

Shohamy (1982) studied the relation between test anxiety on two different forms of assessment. The first form of assessment was an oral interview and the second was a cloze test. Shohamy states "the results reported students' attitude toward the oral interview test were more favorable than their attitudes toward the cloze test" (p. 17). The results also indicate that ELL

preferred testing procedures are “tests in which form and content resemble actual performance necessary in real like communicative situations” (p. 17). Overall, students test anxiety stems from the environment and anxiety they are in as stated in the results of the data above.

Strategies for Alternative Assessment

Research into classroom assessment practices suggests that there is a divergence between approaches recommended by measurement specialists and those actually used by classroom teachers (Milnes, 2008). Developing teacher’s knowledge about assessing English Language Learners is a crucial step to the success of ELL students in the classroom (Kim et al., 2014). Below will be strategies for mainstream teacher to implement into their classroom to benefit ELL students.

Rubrics

The greatest power of the rubric is its ability to focus attention on specific content areas and offer an assessment on one specific skill. Monceaux (2008) indicates that rubrics are an essential tool used to assess any content or skill of a specific performance standard. The four main components of a rubric include task description, scale, dimensions and description of the dimensions.

Wollenschläger (2016) indicated that rubrics that included individual advice on how to improve led students with “significantly better performance; these students perceived themselves as being more competent and were also more accurate in their self-evaluative performance judgements” (p. 11). Similarly, Hawk (2009) indicates that developing a rubric includes identifying performance criteria, setting performance levels and creating performance descriptions. The first step is to identify the criteria that is going to define the performance. For example, rubrics for effective oral presentation or other desired performance. Then, think of the key features that students will be able to do to make them successful at this. The second step is to

decide how many levels of performance are appropriate for the given assessment. According to Hawk, developmental language can be the best choice such as low proficient, proficient, above proficient. The third step is creating performance descriptions. Descriptions include writing a brief statement at each of the three performance levels.

Furthermore, Monceaux (2014) adds that rubrics aid in the process of assessing students with the use of instructional materials, time constraints and the formative rubrics assist teachers in pointing out ELL student's gaps in knowledge and weak instruction areas. The greatest power of the rubric is its ability to focus attention on specific content areas and offer an assessment of that one particular skill. Monceaux suggests, rubrics enhance student learning through feedback being specific, simple, task-based and able to promote self-assessment which benefits ELL students.

Benefits of rubrics for ELL students include making the target more clear, guiding instructional design and delivery, making assessments more accurate and fair, providing students with a tool for self-assessment and peer feedback, and allowing potential to advance the learning of students of color, first generation students and those from nontraditional settings. According to Hawk (2009) in academic environments educators often develop lessons on cultural assumptions about the standards and bias for student performance and behavior. Teachers often times assume all diverse students share those same understandings. ELL students benefit from the clear expectations of rubrics with proper teacher feedback. The metacognition, or awareness of one's own learning helpfulness of a rubric allows for more insightful and beneficial learning for ELL students (Zgabay, 2004).

Oral Presentations

Shyam (2010) defines oral assessment as a way to test learning using spoken word. Tannenbaum (2010) shares oral presentation can include interviews, oral reports, role plays, describing, explaining, summarizing, retelling, paraphrasing, stories, or text material. Likewise, Pierce (1992) states that oral presentations are an authentic and align with curriculum and students prior experience. Pierce shares academic language functions are the essential communication tasks that students must be able to perform in different content areas; they determine whether the learning task will be simple or complex. The goal for oral presentations for ELL students include seeking information (using language to explore environment), informing (reporting, explaining or describing), analyzing (separating a whole into parts), evaluating (assessing the worth of an object, opinion, or decision).

In a 2010 study Shyam (2012) researched the question what is the correlation between students' performance in oral presentation and other forms of assessment such as essay and written examinations? The study showed that students perform better on oral presentation (in group work) than on essays and written examinations. Suggestions for oral presentations include when conducting interviews in English with students in the early stages of language development to determine English proficiency and content knowledge, teachers are advised to use visual cues as much as possible and allow for a minimal amount of English in the responses.

According to Tannenbaum (2010) using oral presentations can also allow teachers to assess students' ability to use academic language. Role playing for oral presentation is shown to benefit ELL students by providing a fun-filled alternative to demonstrating information. Overall, oral presentations are an effective alternative for assessing ELL students on content knowledge.

Portfolios

Birgin (2007) defines portfolio as “a purposeful collection of student work that exhibits to the student or others, her effort or achievement in one or more areas” (p. 77). According to Banta (2003) portfolios allow ELLs to display authentic evidence of student learning established by course content and standards. Romanchukov (2016) came to the conclusion that portfolios were highlighted by goals and gave students a role in their education. Romanchukov states, that portfolios facilitate observations of student thinking, cognitive learning process, as well as allowing for student differentiation and individualized instruction. Portfolios are beneficial in showing the growth of a students work overtime. According to Birgin (2007), when developing a portfolio it is important to decide its purpose, evidence consisting of the portfolio and its assessment criteria. Portfolios should be used to provide student feedback by teachers or peers to improve the students learning. Adams (1998) shows the advantages of portfolio assessment is that portfolios provide a perspective of learning for students and enables a continuous feedback.

DeFina (2009) presents comparisons between portfolio assessment with standardized testing. DeFina reports, portfolio assessment occurs in a child’s natural environment while standardized testing is an unnatural event. DeFina explains that portfolio assessment provides an opportunity for students to demonstrate his/her strengths as well as identify weaknesses while high stakes testing provides little diagnostic information. Portfolio assessment is ongoing with multiple opportunities for observation and assessment with realistic and meaningful literacy tasks. By contrast, standardized testing is only a one-time snap-shot of a student on one particular task. Despite the argument pro-portfolios there are some that may disagree. For instance, Birgin (2007) shares a disadvantage of a portfolio assessment can include a less reliable or fair evaluation as opposed to a multiple-choice test.

Portfolios can also relate to assistive technology. In a 2015 study, Zari and Meihami aimed to find if online portfolios would improve ELL writing skills. Zari and Meihami conducted a study through interview with ELL students who were separated into two groups. The experimental group received computer assisted language and the control group received paper and pen to rate with a scale on content, organization, and language. The finding concluded that the online portfolio had a positive effect on overall writing performance for ELL students writing performance and attitudes toward learning. Overall, portfolios can be a vital tool in the classroom to assess student learning.

Differentiation

Though the data has shown the benefits of alternate assessment sometimes a completely alternative assessment is not possible in the classroom. Unfortunately, often times ELL students are mandated to take high-stake tests or in class tests. Daizebdao (2015) defines differentiate assessment as the way educators can modify and match assessment with a variety of different learning styles of students in order to meet the students' individual needs. This increases their learning and aids their ability to show what they have learned. Students have different learning experiences, readiness, learning styles, preferences, academic standing, abilities, strengths and weaknesses, culture, race, and backgrounds. Differentiated assessment is a tool to promote academic support on assessments for ELL students.

Differentiated Assessment

Differentiated assessment can be provided in many different forms. Through different studies and research has shown the importance of differentiating assessment. For instance, Milnes and Cheng (2008) used a naturalistic inquiry approach to gather data through an in-depth interview using a list of questions regarding teachers and differentiating assessment for ELL

students. The study focused on the assessment practices of teachers of mainstream classes with ELL students. The participants of this study stated “One has to take one’s hat off to students who are learning in a second language. The amount of effort and intelligence that is required to do that is immense” (p. 55). During the research the participants asked many questions about the teaching of ELL students. Examples included, knowing what the ELL student was trying to say and what the student knew but the written assessment did not match the knowledge. Mainstream educators wondered how to assess this with ELL students. The results of this study showed a majority of educators interviewed felt they were unprepared to assess ELL students accurately. This is a common concern relating to assessment with ELL students. Some educators wonder if they are scoring ELL students based on product or based on progress. Some solutions to the scoring question many educators have is the differentiated assessment tools. Participants in this study state that they use rubric-style elements or search for evidence of ELL students understanding curriculum concepts.

Differentiated assessment also includes *how* educators administer the tests. Lakin (2014) discusses test directions as a critical component of test design a major part of assessing ELL and test directions includes students overtime acquire the knowledge relevant to the format of a test resulting in students who are ELL or new to test taking are unfamiliar with formats or instructions. Lakin states that students who are new to U.S. schools or do not come from families that are involved with their school system, or have background knowledge about tests and test preparation activities tend to result in negative effects on ELL and assessment. Students who are culturally and linguistically diverse may not have prior expose to test preparation. Some suggestions and tools put forward by Lakin conclude helpful tips such as treating directions as an instructional activity and allowing flexibility for a variety of practices. This also includes

explanations for students who do not immediately understand and using the simplest language needed while still allowing for language growth. Also, using more practice items with greater options and provide elaborative feedback to make examples efficient and effective for all.

Finally, educators should consider gathering evidence about the quality of the directions ensure all ELL students are growing and understanding instruction.

Accommodations

According to Solano-Flores et al. (2014) accommodation are put in place with the intent to minimize limited proficiency in English as a threat to the accuracy to evaluate academic success. Accommodations can be used to simplify linguistic features, give extra time, provide dictionaries or glossaries with translations. These are examples of accommodations to assist ELL students with testing.

Stansfield (2011) researched the importance of oral translation as an accommodation for ELL students. He found to ensure valid scores and ensure curriculum is being tested rather than language oral translations of academic assessment can be useful in the assessment of ELLs. It is also important to note the importance of implementation of appropriate accommodations are fair and accurate in regards to the assessment.

Likewise, Abedi (2004) shares testing in student's native language can be useful when students can demonstrate their content knowledge more effectively in their native language. In a study, ELL students were given a reading test in bilingual and English. More than half the ELL students preferred the test in bilingual and preformed higher. The disadvantage of tests in native language include a high risk that the two versions will differ in content and construct. The article goes on to explore linguistic modification revolving around rewording the test to minimize construct-irrelevant linguistic complexity. The authors share a number of studies that examined

the language of mathematic problems have established that making minor changes in the wording of a problem can affect student performance. According to Abedi et al. (2004) researchers selected students of ELL and non-ELL backgrounds to receive accommodations. The students received accommodations such as glossary or extra time or modified English the students who received the accommodations outscored and achieved higher on the tests. Within the different accommodations the modified English narrowed the achievement gap between ELL and mainstream students the most.

Additionally, Pennock-Roman (2011) indicates extra time is among the accommodations which is most common. In a study, the researchers examined the impact of different types of accommodations on performance content tests. The study was a group of 50 ELLs and 32 non-ELLs and provided a variety of different accommodations such as glossary, read aloud, dual language and extra time. The results indicated that extra time was the most consistent and beneficial for both ELL students and non-ELL students.

Lastly, an additional accommodation is dictionaries and glossaries. Students with limited English can benefit from word definitions they may not know or words that mean the same that are familiar with. Albus (2005) examined the effects of simplified English dictionaries as an accommodation on a reading test. The participants were 69 non-ELL students and 133 ELL students. The authors found ELL students of intermediate level English proficiency who used the dictionary as an accommodation performed better than the control group. Overall, using accommodations is proven beneficial to ELL students and has shown to make a difference in assessing students effectively.

Collecting Data

Alongside the need for a variety of different assessments it is important to use alternative ways aside from tests to collect data on ELL students. According to Daley (2016) the ability to collect and display accurate information about a student's learning comes a greater opportunity to enrich feedback that informs students approach to learning.

Alternate Ways to Collect Evidence

Due to the reasons above such as test anxiety, bias, and other challenges ELLs face it is important to look at the different ways to collect data. James (2005) shares journals as assessments that can be used to encourage student perceptions of an activity or unit of study. It can be used to identify and correct student's gaps in knowledge and issues in learning environment. Reflective journals are an important tool to use to collect data for ELL students.

Woodward (1998) conducted a study using reflective journals to show students strengths and weaknesses and how they have involved through their schooling. Woodward (1998) reported the value and potential for reflective journals saying it can be used as an assessment or evaluation tool. This is important to note when generating ideas for alternate ways to collect data with ELL students in regards to assessment.

Another tool that can be used is prompts. Newton (2016) indicates that prompts can be used to assess student learning. Prompts should be measurable, provide specific feedback, focus on learning before teaching, guide future decisions, allow for differentiation, provide opportunities for students to summarize understanding, and check for knowledge.

Polio and Glew (1996) conducted a qualitative study and examined how ESL students choose a prompt from several options. Twenty-six students were given an option from many prompts to relate back to one overlying topic. The results showed that students spent little time

making a decision due to many factors such as background knowledge, question type, and attention to time. This indicates that ELL students perform better when given an indicated prompt to demonstrate knowledge

Finally, partner quizzes are another way to collect data. Straley (2017) shows partner quizzes are designed for students to work in pairs for the same grade. Partner quizzes are an assessment tool that evaluates instructional process and helps students learn material.

Moll (1990) reports that research studies show the effect of cooperative learning with group rewards found those who worked together did favorably better than those who worked alone. Partner quizzes can show beneficial progress for ELL students with favorable data pointing to the benefits of collaborative work.

Straley (2017) conducted research by designing a questionnaire for students who have taken two different math courses. The students in one class were provided with partner quizzes and the other class took them individually. The results from this study showed that pair quizzes had a positive effect on students learning and a positive effect on student's attitude toward math.

Conclusion

Assessing ELL students is a crucial part of teaching them. It is important to ensure students are progressing and understanding the content. As stated above, providing effective assessments to ELL students that are non-bias, culturally relevant, differentiated and allow for accommodations is a priority in any classroom with an ELL student in it. DelliCarpini (2009) shares, well developed performance-based assessments include meaningful, natural, context based, hands on and collaborative activities. They show what the student knows through a variety of different tasks while supporting language needs. They allow for flexibility when meeting children's needs and provide feedback. Assessments can come in many different forms

such as rubrics, portfolios, checklists, partner work, collaboration and many more. The chosen assessment is based on the student and their needs.

In Chapter 3, I will present a professional development (PD) with materials and products that can assist and benefit teachers to effectively assess ELL students. The professional development will include activities such as an informative presentation with the problem our school and students may be facing alongside solutions and how they can use them in their class. I will have hands on activities such as scenarios and collaborative work to generate ideas and peer thinking. The teachers who attend this professional development should leave with a good understanding of how to effectively assess ELL students in their class.

Chapter 3: Professional Development

As shown through research above, assessment is an ongoing part of education today. This professional development provides mainstream teachers with the knowledge and tools they need to provide effective assessments for English Language Learners. ELL students enter public schools with unique learning styles, background knowledge and assessment needs. Our ELL students represent a variety of socioeconomic, cultural, linguistic and ethnic backgrounds. These students are expected to develop both English language proficiency and content knowledge (Lenski et al., 2006). An overwhelming amount of assessment tools are in English only and lack differentiation or effectiveness when assessing ELLs.

Have you ever sat down at a test and read the directions multiple times but you just are not grasping what you are required to do? Imagine that feeling on every assignment you are given. Many ELLs feel overwhelmed and anxious when taking tests (Banse, 2018). Mainstream teachers reported feeling that they have no training to assess ELL students (Kim et al., 2014). This professional development dives into the different assessment and challenges ELL students face. Alongside, a variety of accommodations, differentiation, alternative assessment and tools for collecting data.

This professional development will be given over two separate days for elementary school educators grades K-6. The educators will include mainstream teachers, paraprofessionals and ENL teachers. This will be given in the fall of a new school year to provide information for assessment through the school year. The educators will report to the Professional Development room in the elementary school. This school has a very diverse population with a high number of ELL and bilingual students. This room has tables for group work, a Smart Board for the

PowerPoint presentation, room for movement and enough space to fit each grade level alongside ENL teachers.

Day 1 of the Professional Development

The first day of the professional development I will hand out the agenda (see Appendix A). We will go over the learning objectives of the professional development. We will discuss that on Day 1 our goals are to review different types of assessments such as diagnostic, formative and summative. We will identify challenges ELL students face with assessments both classroom level and high-stakes assessments. We will then discuss testing accommodations and differentiation for ELL students to provide effective assessments. Teachers will be provided with a note sheet (see Appendix B) where they can take notes through the two-day Professional Development. We will start off with a 5-minute stop and jot. Teachers will write on their note catcher (Appendix B) three concerns or questions they might have in regards to assessing ELL students in their classroom. I will inform teachers that they should keep this note sheet as we will use it each session and come back to it at the end. A few teachers will share concerns and questions. We will then take 5 minutes to review the different types of assessments and the importance of each assessment. Such as, diagnostic Pre-assessment where teachers can evaluate students strengths, weaknesses, knowledge and skill before they receive instruction (Bejar, 1984). Formative explaining how educators can use to conduct in process evaluation of student comprehension, learning needs, and academic progress (Duckor & Holmberg, 2019). Additionally, Summative assessments and that are usually applied at the end of the period of instruction to measure the outcome of student learning (Kibble, 2017).

Identifying Assessment Challenges for ELLs

The first activity of the PD will be write the room. Teachers will be directed to sit with their grade team. I will then explain that the chart paper will have examples of different assessment that will be posted around the room (see Appendix C). Teachers will use collaborative discussion to determine the assessment type and add an additional strategy. I will provide directions for teachers to walk around with their groups and identify the type of assessment. I will ask teachers to write on the chart paper an additional way to assess with that chart papers form of assessment. I will provide the example “Mrs. Mckosky provided students with an opportunity to turn and talk during the lesson”. I will provide this example for teachers to turn and talk to determine the type of assessment this activity relates to. I will then ask teachers to provide an additional strategy for this type of assessment. This activity will be done to generate thoughts and background knowledge about assessing students in the classroom.

Review of Assessment Types

The first day will continue with the rationale behind why the professional development is important The PowerPoint will go into the challenges between assessing ELLs and standardized high-stake testing. We will discuss the use of unfamiliar words, test-bias, lack of cultural representation and lack of background knowledge. I will share the example from a question from the 2007 New York State Testing Program ELA Assessment showed students a picture of students in a band class and students in an art class and asked the students to look at the pictures they do at school. They asked the students to write about which one is better. This is problematic because it assumes students have these activities in their school or are able to partake in them if they do (DelliCarpini, 2009). I will then provide teachers with printed versions of a variety of ELA exams. I will provide teachers 10 minutes to go through the exams and look for culturally

relevant incongruities. I will then provide teachers with 5 minutes to explain to each other how some questions may be confusing to their students.

I will then provide teachers with the examples of challenges between ELL and testing environment. I will discuss the study by Aydin (2012). We will discuss the relation between the environment the students are in and the success outcomes clearly have a correlation. In another study Aydin (2012) tested test anxiety on a scale to determine student's perception of their environment and test anxiety. The results showed that students felt anxiety and stress under environmental conditions. Aydin (2012) states learners sometimes suffer from physical problems and get panicked, upset, worried, uneasy, and anxious due to some specific situations such as pop quizzes, fears for the future and interference during exams.

I will distribute a list of accommodation and differentiation strategies (Appendix D). I will provide teachers 2 minutes to turn and talk and discuss what they have used in their classroom and what they would like to use in their classroom with their ELL students. We will discuss why to use accommodations such as why accommodations are put in place with the intent to minimize limited proficiency in English as a threat to the accuracy to evaluate academic success (Solano-Flores et al., 2014).

A continuation, I will discuss differentiation of assessment and what it is. I will discuss the main ELL accommodations for testing such as testing in native language, extra time, and use of dictionaries and glossaries. Teachers will have 2 minutes to turn and talk and discuss why they think these are the most common accommodations and differentiation tools. Teachers will then be provided with different examples of students (Appendix E). We will then read aloud the examples and then I will provide educators 5 minutes to generate ideas about what testing accommodations they would use with the student in the example.

Teachers will then have 5 minutes to write about an ELL student in their class (see Appendix B). They will write their proficiency level, learning style, summarize their academic achievement, and ways the educator can provide accommodations and differentiation for that student. This will allow for teachers to connect to this professional development on a personal level. I will end the professional development of Day 1 with prompting teachers to review their assessing methods for that day and try to use one accommodation or method we have discussed.

Day 2 of Professional Development

At the start of Day 2, we will start the day with going over the agenda and goals for the day (Appendix A). We will be discussing ways to identify alternative forms of assessing ELL students using ways such as rubrics, oral presentations, and portfolios. We will go on to discuss ways to collect data by using journals, prompts and partner quizzes. We will then conclude the professional development with a reflection and wrap up.

I will start with a conversation prompt of asking the teachers if they used any of the accommodations or differentiation strategies discussed yesterday. We will discuss the importance of alternative assessment and what that can look like. I will distribute the alternative assessment strategy sheet (see Appendix F). I will give teachers a few minutes to look over the different strategies and discuss what they use or would like to use in their classrooms.

First, we will look at rubrics and why they are important. The greatest power of the rubric is its ability to focus attention on specific content areas and offer an assessment on one specific skill. Rubrics are an essential tool used to assess any content or skill of a specific performance standard (Monceaux, 2014). ELL students benefit from the clear expectations of rubrics with proper teacher feedback. The metacognition, or awareness of one's own learning helpfulness of a rubric allows for more insightful and beneficial learning for ELL students (Zgabay, 2004).

We will discuss oral presentations and what they are along with their importance. These can include interviews, oral reports, role plays, describing, explaining, summarizing, retelling, paraphrasing, stories, or text material (Tannenbaum, 2010). In a 2010 study, the research question was what is the correlation between students' performance in oral presentation and other forms of assessment such as essay and written examinations? The study showed that students perform better on oral presentation (in group work) than on essays and written examinations (Shyam, 2012).

Finally, we will discuss portfolios and what they are and why they are important to assessing ELLs. According to Banta (2003) portfolios provide evidence of authentic understanding. Portfolios are a reliable source of information about what teachers are teaching and what students are learning. I will provide a turn and talk for 2 minutes for teachers to discuss if they use these in their classroom and if so how they do or how they would use these in their classroom.

I will go over the steps to creating a rubric including defining the purpose, deciding the type of rubric, defining criteria, designing a rating scale, writing descriptions, and creating the rubric (Zgabay, 2004). We will spend 10 minutes looking at different examples of rubrics and things that we notice about them. I will show examples of effective rubrics and non-effective rubrics and have teachers discuss what they see between both.

Teachers will then break into groups based on grade level to create an effective rubric for assessing ELLs. I will provide teachers with a criteria sheet (Appendix G) and different task options to create their rubric. Teachers will be provided 20 minutes and a blank rubric template (Appendix H) to create their rubric with their groups. We will discuss the importance of the different proficiency levels and what to include such as appropriate vocabulary, visuals, and

examples. During a discussion activity, teachers will then spend 10 minutes presenting their rubrics to the group to generate conversation about why this would be helpful to an ELL student in their class and what should be included in each.

The next topic in the PD will be an discuss oral presentations. Shyam (2010) defines oral assessment as “any assessment of learning which is conducted by the spoken word” (p. 4). These can include interviews, oral reports, role plays, describing, explaining, summarizing, retelling, paraphrasing, stories, or text material (Tannenbaum, 2010). I will share with teachers that when conducting interviews in English with students in the early stages of language development to determine English proficiency and content knowledge, teachers are advised to use visual cues as much as possible and allow for a minimal amount of English in the responses (Tannenbaum, 2010). Pierce (1992) states that oral presentations are an authentic and align with curriculum and students prior experience.

I will share the steps to creating an effective oral presentation assessment for ELLs. The steps include picking a topic, length of presentation, ensure it includes the whole class, the language support, technology support, how you will group students, and teacher feedback along with student evaluation. We will then spend 5 minutes discussing the relation to rubrics and oral presentation. This is important for ELLs to have clear directions along with guidelines (Daley, 2016).

The final topic of the PD will be portfolios. We will discuss portfolios and their importance for assessing ELLs. According to Banta (2003) portfolios are a reliable source of information about what teachers are teaching and what students are learning. This is a beneficial form of relieving test anxiety for ELL students. As Romanchukov (2016) states, portfolios provide an understanding of what students need to differentiate their instruction. This allow

teachers to develop a different approach to individualize instruction. Portfolios are a way to ensure all students are meeting learning objectives and a way to ensure data is proven.

Stated by Adams (1998), portfolios ensure that it provides a perspective of learning for students and enables a continuous feedback. Gomez (1999) shares the procedure for setting up portfolios. First, setting a goal or purpose by deciding what assessment information is needed and how that information can be provided. Next, design the portfolio by selecting a range of products from ELL students to be included in the portfolio. Then, develop a scoring criteria by identifying how students will be assessed on the learning goals such as rubrics, checklist or an agreed upon way to evaluate standards. Finally, teachers will need to ensure the tasks in the portfolio align with standards and curriculum. Portfolios are a continuous way to collect data and relieve testing anxiety for ELL students.

The second part of the PD will focus on ways to collect data for ELL students. According to Daley (2016), the ability to collect and display accurate information about a student's learning comes a greater opportunity to enrich feedback that informs students approach to learning. Some examples of alternative ways to assess ELL students include reflective journals, prompts and partner quizzes. James (2005) shares journals as assessments can be used to encourage student perceptions of an activity or unit of study. It can be used to identify and correct student's gaps in knowledge and issues in learning environment. Journals can allow students to express themselves in a comfortable way while demonstrating knowledge of the content. At this point, teachers will turn and talk and discuss why feedback is important with journals.

The next topic of discussion are prompts as way to collect data. Prompts are another form of effective assessment to collect data. Prompts can be used to assess student learning. Prompts should be measurable, provide specific feedback, focus on learning before teaching, guide future

decisions, allow for differentiation, provide opportunities for students to summarize understanding, and check for knowledge (Newton, 2016). Students can be provided with prompts for oral assessment, writing assessments and performance assessments. Teachers will turn and talk to discuss examples of a prompt they could use to introduce a topic in the classroom. This will generate a discussion for teachers to use prompts in their classrooms.

Finally, an additional way to provide an alternate assessment which also serves to collect data on ELL students is through partner quizzes. Stranley (2017) offers that partner quizzes are an assessment tool that evaluates instructional effectiveness and assists in students learning the material. Moll (1990) reports that research studies show a positive effect on student scores when working with partners than working alone. Partner quizzes also provide ELLs with an opportunity to learn additional vocabulary, collaboratively work, and take stress off the anxiety of test taking. Teachers will turn and talk to discuss a benefit partner quizzes might have with ELL students in teachers main stream classes. Overall, there are a variety of different alternative methods to assess and collect data in an effective way.

At the end of Day 2, teachers will take out their notes sheet (Appendix B) and discuss any questions or concerns they started with that were not answered or if they have any additional concerns. Teachers will then take 10 minutes to complete the reflection and exit ticket (Appendix I). Educators will answer if they found the professional development helpful, one way they will use accommodations and differentiate assessment to benefit ELL students, why rubrics are important, if they found it useful to create their own rubric, personal challenges teachers face regarding assessing ELL students, and one alternative assessment teachers will use in their classroom. Teachers will submit it in the bin and I will look over the answers and provide

materials and strategies for teachers who have additional questions about effectively assessing ELL students.

Conclusion

The goal at the end of this two-day professional development would be for teachers to be able to identify effective ways to assess ELL students. Teachers should be able to distinguish the challenges ELL students face with testing. Such as, bias, lack of knowledge, and lack of cultural representation. Teachers will be able to determine the relation between ELLs and testing environments. Such as, higher levels of stress, test anxiety and the relation with the achievement gap between ELLs and native speakers. Teachers will be able to use accommodations and differentiation strategies while providing assessments to ELLs students with students with a variety of different proficiency levels and learning styles. Teachers will be able to apply alternative assessments in the classroom. Teachers can use knowledge on rubrics, oral presentations and portfolios as an alternative way to assess ELL students. Finally, teachers will be able to use different methods to collect data to show growth in the classroom. Such as, journals, prompts, and partner quizzes. Teachers will use this new information and apply it by effectively assessing ELL students in their classroom.

Chapter 4: Conclusion

Introduction

This capstone has explored the research about how teachers can implement effective assessment for ELL students in the classroom. Specifically focusing on the challenges ELL students face, the lack of cultural relevance on classroom, high-stakes tests and the testing environment. The capstone then goes into the possible outlets for more effective assessment such as accommodations, alternate assessment and collection of data.

Conclusions

The research surrounding the topic of effective assessment shows the lack of training for mainstream teachers on how to effectively assess ELL students in their mainstream classes. Kindler (2002) indicates that with assessment students face many challenges such as bias test scores and stressful environments. Likewise, mainstream teachers face challenges such as lack of professional developments on alternate assessments and differentiation for ELL students (Milnes, 2008). This led me to create the professional development to inform educators of the different ways you assess ELL students in a mainstream classroom. The research showed many different forms of assessment such as rubrics, presentations, portfolios, collaboration and alternate ways to collect data. The intended results of the professional development would be for teachers to be able to identify the needs of their ELL students and provide them with an effective form of assessment to meet their learning and language needs.

Implications for Student Learning

Through the collection and examination of research, the data showed many ELL students struggling on assessments and feeling anxiety with test taking. The results of many studies also showed the benefits of accommodations, alternate assessment and collection of data. There are

different tools to assess ELLs such as rubrics, oral presentations, portfolios and alternate assessment that have been proven to lessen the anxiety of ELL students and promote higher understanding and scores.

First, Kindler (2002) shared research about ELL and testing stating ELL students face the problem of a bias test when they are naturally unfamiliar with the words used on the test. Assessment have a purpose whether it be to pre assess, monitor progress, or to post- assess progress. However, in the case of standardized testing the question of purpose arises when used with ELLs. Are they testing academic knowledge and ability or are they testing language skills? Alongside the lack of fairness is the higher level of stress for ELL students when test taking. Banse (2018) shares, ELL students may be exposed to higher levels of stress when taking high-stakes or in classroom tests. Aydin (2012) researched testing environment and anxiety of students and the results showed students feeling stress and anxiety under environmental conditions.

This data lead to the research about how to help ELL students and what can be done to lessen the testing anxiety, bias testing, and unfair cultural challenges ELL students face with testing. The research showed the benefits of accommodations, alternate assessment, and alternate ways to collect data.

Accommodations will benefit students when test taking because it is still assessing the knowledge but also assisting the students to minimize limited English proficiency as a downfall in relation to the accuracy of the students score. Accommodations can be provided in many different ways for students such as simplify linguistic features, give extra time, provide dictionaries or glossaries with translations. Abedi (2004) shares testing in student's native language can be useful when students can demonstrate their content knowledge more effectively

in their native language. Students will be able to show their knowledge of the topic rather than how well they read in English.

The use of alternate assessment is another beneficial implication on student learning. These can include practices such as use of rubrics, oral presentations and portfolios. Research shows rubrics are beneficial to student assessment. Wollenschläger (2016) indicated that rubrics that included individual advice on how to improve led students with significantly better performance; these students perceived themselves as being more competent and were also more accurate in their self-evaluative performance judgements. Rubrics benefit ELL students by making the target clear, guiding instruction, and making assessment fair and accurate.

Oral presentations are another form of alternate assessment that have been proven to benefit ELL students. Pierce (1992) states that oral presentations are an authentic and align with curriculum and students prior experience. Pierce shares academic language functions are the essential communication tasks that students must be able to perform in different content areas; they determine whether the learning task will be simple or complex. Oral presentations are a way for students to practice language, provide knowledge of content area, and show progress.

Portfolios provide an additional way to effectively assess student progress. DeFina (2009) presents comparisons between portfolio assessment with standardized testing. DeFina reports, portfolio assessment occurs in a child's natural environment while standardized testing is an unnatural event. DeFina explains that portfolio assessment provides an opportunity for students to demonstrate his/her strengths as well as identify weaknesses while high stakes testing provides little diagnostic information. Students are able to work authentically and track progress while there is no pressure of a high-stake test.

Implications for Teaching

As a result of the professional development presented here teachers will apply the knowledge they acquire into their classrooms to more effectively assess ELL students. Teachers can now use the accommodations, alternate assessment and data collection to accurately and effectively assess ELL students in their mainstream classrooms.

The implications for teaching can be beneficial for mainstream teachers, special education teachers, bilingual teachers and even administration. Mainstream teachers will more than likely at some point have ELL students in their classroom. While bilingual, TESOL and special education teachers have the knowledge on how to use accommodations and assess non-general education students mainstream teachers would be able to benefit from the knowledge of accommodations and differentiated assessment. All educators and administration can benefit from the research on alternate assessment and collection of data.

Teachers can benefit from learning about the different ways to collect data. Data is an undeniably important part of education and instruction. Ways such as reflective journals, prompts, and partner quizzes are all different ways to collect data that do not involve high-stake or classroom testing.

Journals are a way to ensure students use their language and writing skills to express understanding in their own way. James (2005) shares journals as assessments that can be used to encourage student perceptions of an activity or unit of study. It can be used to identify and correct student's gaps in knowledge and issues in learning environment. Reflective journals are an important tool to use to collect data for ELL students.

Prompts can be used to collect data for students. Newton (2016) indicates that prompts can be used to assess student learning. Prompts should be measurable, provide specific feedback,

focus on learning before teaching, guide future decisions, allow for differentiation, provide opportunities for students to summarize understanding, and check for knowledge.

Partner quizzes are an additional way to collect data while also taking the anxiety off of pop-quizzes or testing. Moll (1990) reports that research studies show the effect of cooperative learning with group rewards found those who worked together did favorably better than those who worked alone. Partner quizzes can show beneficial progress for ELL students with favorable data pointing to the benefits of collaborative work.

Mainstream, TESOL, and Special Education teachers are able to benefit from the professional development for many different reasons. The professional development is equipped with handouts, valuable information, and hands on activities. Teachers will be able to acknowledge and identify the challenges ELL students face when it comes to high-stake testing, testing anxiety, cultural bias and lack of representation. When teachers are able to acknowledge this in exams, and their own forms of assessment they will be able to correct it. Teachers will be able to use their knowledge of their students to apply their new knowledge from the PD to determine the most effective form of assessment for their ELL students.

The PD will provide teachers with hands on examples, scenarios, handouts and collaboration so that teachers are able to use this knowledge in their classrooms. Administration can also benefit from this PD in ways such as allowing for different forms of assessment in the classroom and allowing teachers flexibility when presenting student data. Administration can provide teachers with additional PD on the creation of portfolios school-wide as they can be adjusted and made a school-wide program for all ELL students to show progress over time rather than just one year.

Recommendations

The research has already clearly stated the challenges and problems with ELL students and assessment. Although there is a plethora of research on accommodations, alternate assessment and data collecting, there should be more research in regards to the benefits surrounding ELL students. Future research should include case studies on a variety of ELL students from different proficiency levels provided with accommodations while taking high-stakes tests to see the outcomes. Another possibility for future research would be a case study on ELL students and alternate assessment in comparison to how they perform on “regular” classroom tests. Finally, a third possibility for future research can include research on the differences between ELL student’s opinions on their testing anxiety when provided with alternate ways to show knowledge. Overall, teachers should be provided with information and strategies more often as the ELL population increases in schools and the knowledge of mainstream teachers remains the same. Teachers should be provided with workshops, hands on learning, and time to collaborate with ELL teachers to discuss students and what works best for the student to accurately and effectively assess them.

Final Thoughts

Overall, the research has shown challenges with effectively assessing ELL students. ELL students already have tremendous obstacles to face in and out of the classroom. Students being presented with accommodations, alternate assessment, and a variety of ways to demonstrate progress through their educational career is just one way to support ELL students inside the classroom.

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Appendix A

Agenda

Effectively Assessing English Language Learners

Learning Goals for Teachers:

1. I will be able to determine appropriate accommodations for ELL students.
2. I will be able to identify ways to differentiate assessment for ELL students.
3. I will be able to provide alternative assessments for ELL students.

Day 1:

Where: Professional Development Room

When: 8:30am-9:00am

Date: October 15, 2021

- Review assessment types
- Identifying challenges ELL face with assessments
- Testing accommodations / Differentiated Assessment
- Reflect

Day 2:

Where: Professional Development Room

When: 3:00pm

Date: October 16, 2021

- Creating Alternative Assessments
 - Rubrics
 - Oral presentations
 - Portfolios
- Collecting Data
 - Journals
 - Prompts
 - Partner Quiz
- Reflection/ Questions

Appendix B
Note Sheet

Day 1: Stop and Jot

Different Types of Assessments (Notes):

Diagnostic	Summative	Formative

Day 1 Notes:

- Day 1: In your own words
- Proficiency level:
- Learning style:
- Academic achievement:
- 3 ways to differentiate/ accommodate:

Day 2:
Brainstorm notes:

Alternative Assessment Notes:

Collecting Data Notes:

Appendix C
Write the Room Scenarios

The teacher provided the students with an exit ticket.

The teacher handed out a KWL chart for students to complete independently.

The teacher asked students to answer a poll.

The teacher provided students with a final project.

The students were given a 1-minute reflection writing assignment.

The teacher asked students to complete a concept map prior to the lesson.

The teacher checked for understanding with a thumbs up/ thumbs down question.

The teacher recorded data during group work.

The students were given structured interviews on the topic.

The teacher provided the students an end of unit chapter test.

Appendix D Accommodation Tip Sheet

At the teachers depression and knowledge of the student, below is a tip sheet for applying research-based methods to accommodate ELL while taking high-stake tests (Rivera et al., 2006)

Timing/scheduling

- Test time increased
- Breaks provided during test sessions
- Test schedule extended
- Subtests flexibility scheduled
- Test administered at time of day most beneficial to test-taker

Setting

- Test individually administered
- Test administered in small group
- Test administered in location with minimal distraction
- Test administered in familiar room
- Test-taker tested in separate location
- Test administered in ESL/bilingual classroom
- Test-taker provided preferential seating
- Increased or decreased opportunity for movement provided
- Teachers faced test-taker
- Special/appropriate lighting provided
- Adaptive or special furniture provided
- Adaptive pencils provided
- Adapted keyboards provided
- Person familiar with test-taker administers test
- ESL/bilingual teacher administers test

Presentation

- Directions repeated in English
- Directions read aloud in English
- Audiotaped directions provided in English
- Key words or phrases in directions highlighted
- Directions simplified
- Audiotaped directions provided in native language
- Directions translated into native language
- Cues provided to help test-taker remain on task
- Directions explained/clarified in English
- Directions explained/clarified in native language
- Both oral and written directions in English provided
- Written directions provided in native language
- Oral directions provided in native language

- Test items read aloud in English
- Test items read aloud in simplified or sheltered English
- Audiotaped test items provided in English
- Audiotaped test items provided in native language
- Test items read aloud in native language
- Audiotaped test items provided in native language
- Assistive listening devices, amplifications, noise buffers, appropriate acoustics provided
- Key words and phrases in test highlighted
- Words on test clarified (e.g., words defined, explained)
- Language reference materials (mono- or dual language dictionaries or glossaries provided)
- Enlarged print, magnifying equipment, Braille provided
- Memory aids, fact charts, lists of formulas, or research sheets provided
- Templates, masks, or markers provided
- Cues (e.g., arrow and stop signs) provided on answer

Appendix E

Accommodation Scenarios

Daniella
Grade 2
Emerging

- Daniella is a happy, loving, caring student. Daniella has demonstrated to favor a visual learning style. She benefits from graphic organizers and simplified directions. Daniella is able to demonstrate knowledge during classroom discussions but struggles when showing content knowledge skills on tests.

Liam
Grade 1
Entering

- Liam is an entering ELL student in your classroom. His family is new to the United states and his records and testing show his mastery of first grade knowledge in his Native Language. When Liam takes tests, he is scoring tremendously below the average range. Liam tends to get test anxiety when he sees his classmates finishing before him.

Gabriela
Grade 3
Expanding

- Gabriela is an auditory learner with a good grasp on content knowledge in English. Gabriela is biliterate and the goal would to keep Gabriela fluent in both English and her Native Language.

Appendix F
Alternate Assessment Tip Sheet

Eastern Stream Center on Resources and Training (ESCORT). (2003). Help! They don't speak English. Starter Kit for Primary Teachers . Oneonta, NY: State University College.

Performance- based assessment:

- Oral reports
- Presentations
- Demonstrations
- Written Assignments
- Portfolios
- Reading with partners
- Retelling stories
- Role Playing
- Giving descriptions or instructions using visual or written prompts
- Oral reporting to the whole class
- Telling a story by using a sequence of three or more pictures
- Completing dialogue or conversation through written prompts
- Debating, either one-on-one or taking turns in small groups
- Brainstorming
- Completing incomplete stories
- Playing games

Ways to Collect Data

- Rubrics
- Teacher observations
- Portfolios
- Collective group work
- Questionnaires
- Oral interviews
- Story or text retelling
- Writing samples
- Projects
- Experiments
- Student self-assessment
- Reading benchmarks
- Teacher-made tests
- Comprehension checks

Appendix G

Creating a Rubric

Why a rubric?

Wollenschläger (2016), the authors indicated that rubrics that included individual advice on how to improve led students with “significantly better performance; these students perceived themselves as being more competent and were also more accurate in their self-evaluative performance judgements”

Benefits of rubrics for ELL students include making the target more clear, guiding instructional design and delivery, making assessments more accurate and fair, providing students with a tool for self-assessment and peer feedback, and allowing potential to advance the learning of students of color, first generation students and those from nontraditional settings. (Hawk, 2009)

What to include?

- Define a purpose for the assignment
 - *What is the task?*
 - *What will mastery look like?*
 - *What kind of feedback do you want to give?*
 - Decide what kind of rubric you will use
 - *Holistic vs analytic*
 - Define the criteria
 - Designs the rating scale
 - Write descriptions for each level of the rating scale
 - Create rubric
 - *Model with rubric*
 - *Ask students to use rubric to evaluate their own work*
 - *Ask students to use rubric for peer review.*
-
- *Task options:*
 - *Option #1- Students will need to present an oral presentation on a famous person.*
 - *Option #2- Students will need to create a picture book on a famous person.*
 - *Option #3- Students will need to write an informative essay on a famous person.*

Appendix I
Reflection/ Exit Ticket

Name: _____

Directions: Please complete the exit ticket and submit in the bin.

I found this professional development to be:

- a. Very Helpful
- b. Helpful
- c. Average
- d. Not Helpful

Why? _____

What is one way you can use accommodations and differentiated assessments to benefit ELL students?

Why are rubrics important? Did you find it useful to create your own rubric?

What are some personal challenges you face in your classroom in regards to assessing ELL students?

What is one alternative assessment you will use in your classroom with ELL students and why?

Feedback: