



Implementing Formative Language Assessment for English Language Learners: The FLARE Districts

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This presentation:

- Examines formative language assessment in different district contexts
- Provides examples of adjustments in teaching and learning to improve student achievement
- Draws lessons learned across district settings

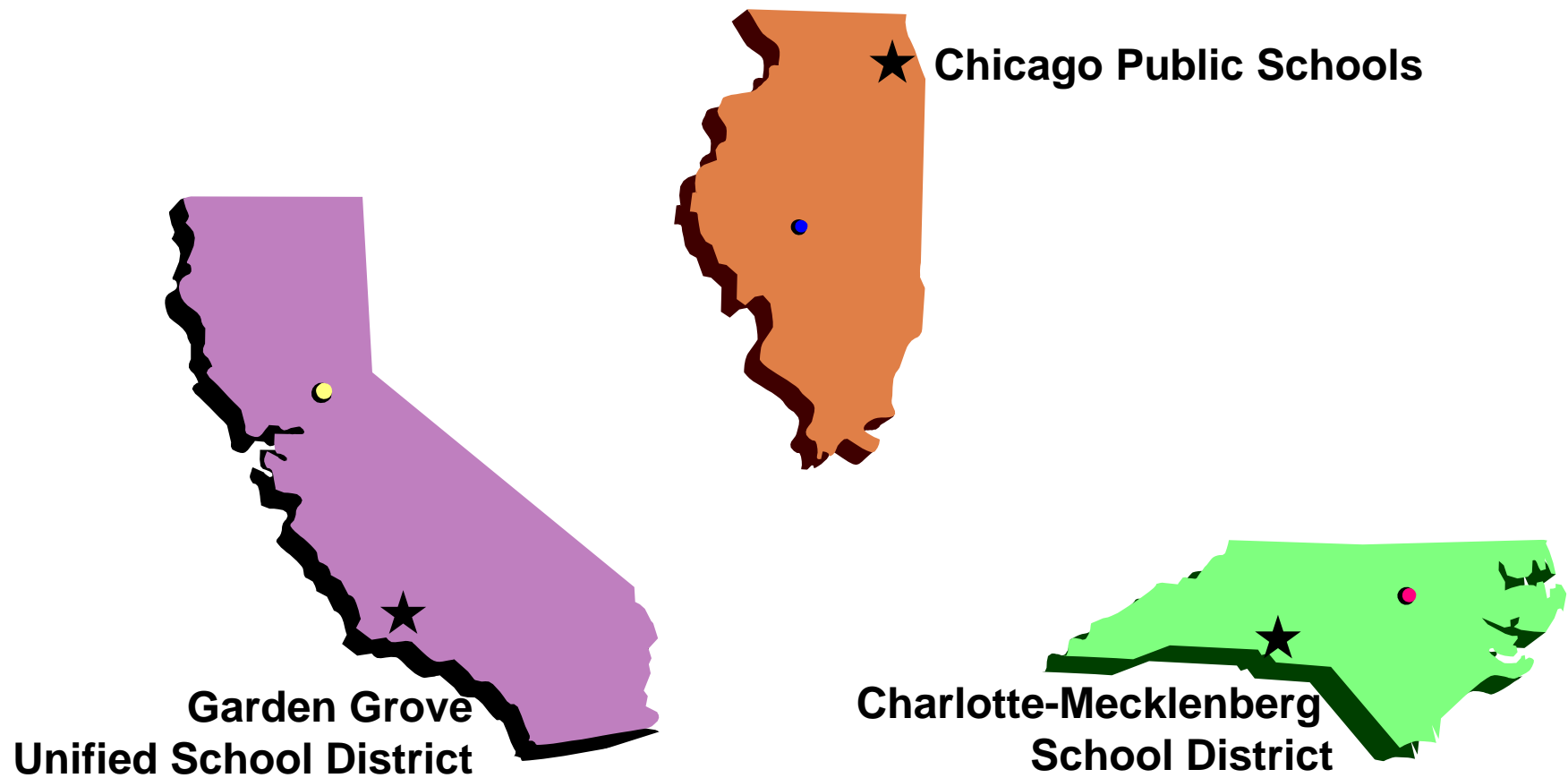


Teacher feedback is based on:

- Focus Groups
- Professional Development Evaluations
- Teacher Surveys



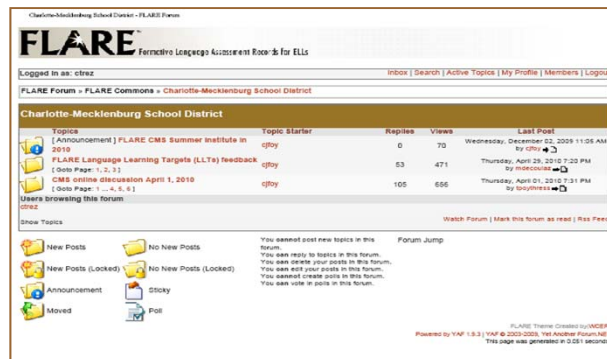
Participating Districts





A grant project funded by the Carnegie Corporation of New York

- Summer Institutes and PD Sessions
[\[E.g., Academic Language Activity\]](#)
- Pilot-Testing language Learning Targets
- Focus Groups
- Website and Open Discussion
- Presentations and Webinars







FLARE Products

- Assessment Frameworks and Language Learning Targets
- Assessment Tools
- Teacher Support
- Formative Assessment Book





ELLs and ESL Programs

Charlotte-Mecklenburg, NC

- 134,000 students, 14% ELL population (Hispanic, Asian)
- No bilingual program, mainly pull-out, Sheltered Instruction (SIOP)

Chicago, IL

- 435,000 students, 13% ELL population (Hispanic, Asian)
- Transitional Bilingual Education (TBE), Transitional Program of Instruction (TPI)

Garden Grove, CA

- 49,000 students, 48% ELL population (Hispanic, Asian)
- Structured English Immersion (SEI), English Language Mainstream

LESSONS LEARNED:

Benefits of using Formative Assessment

- Teachers better understand students' needs
- Students better understand expectations
- Teachers using more effective assessment tools to get better results
- Focus on the important areas
- Better equipped to help ELLs as well as non-ELLs

LESSONS LEARNED:

Challenges in using Formative assessment

- Finding the time to provide extra activities
- Knowing how to follow-up with students
- Lack of time to collaborate with other teachers
- Lack of administrative support

LESSONS LEARNED:

Adjustments to teaching and learning

- Teachers more purposeful about their use of formative assessment
- Focus on group work with differentiation
- Individual conferences to give students formative feedback
- Increased use of student self-assessment [example]
- More effective use of checklists, rubrics, and rating scales [\[example here\]](#)
- Increased use of graphic organizers and symbolic representation to help students with academic language

LESSONS LEARNED:

Patterns across different district settings

- Making formative assessment a part of the instructional process
- Working collaboratively to share information
- Providing professional development and support
- Developing a common understanding of formative assessment
- Building administrative support
- Increasing time for ELL teachers to consult with content area teachers
- Creating tools that cross ELL program types

Example: More effective use of checklists

Language Objective:

- Students will produce at least three related sentences to describe a ratio relationship
- Students will describe a ratio relationship using vocabulary such as rate and ratio
- Students will describe a ratio relationship by labeling fractions appropriately

Tasks:

- Students will be provided a recipe on a card for a given number of portions. In groups of three, students will adapt the recipe and amount of each ingredient to make the recipe appropriate for a different number of portions.
- Students will describe their new recipe and the ratio relationship to the original recipe to their small group.

Student Self-Assessment Checklist

I changed:	Yes	No
the amount of the ingredients in the original recipe by the appropriate ratio		
the directions to match the new recipe		
I used:	Yes	No
three or more sentences to describe my new recipe		
the word ratio or rate to compare my new recipe to the original recipe		

Teacher Checklist

Linguistic Complexity	Yes	No
• Student uses complete sentences to describe a ratio relationship to a partner		
• Student uses three or more related sentences to describe a ratio relationship to a partner		
Vocabulary Usage	Yes	No
• Student uses the word rate or ratio to describe a ratio relationship to a partner		
• Student labels the ratio using the appropriate name for the fraction		

