



Using Formative Assessment to Address the Specific Learning Needs of English Language Learners, Low Achieving Students, Students with Disabilities, and High Achieving Students In K-12 ELA and CONTENT LITERACY

For any given activity used to elicit evidence of students' learning listed in the first column, a student could display a behavior described in the second column, and the teacher might try the suggested actions in the third column.

During the following instructional activities (as applicable)	Collected evidence shows...	Then I might try to...
<ul style="list-style-type: none"> • Pre-testing students on the pre-requisite skills needed for the upcoming unit • Administering and collecting exit slips • Post-assessing students at the end of a period of instruction • Engaging in phonics instruction • Interactive writing • Working in small group instruction • Reading independently • Reading aloud • Asking and answering text dependent questions • Working through a BAP / AAP lesson (ELA) or with TDQs (Science, History, Health, CTE) or DBQs (History) • Writing responses to text • Discussing text in a collaborative group • Learning and utilizing academic vocabulary • Writing in a text type • Retelling/Comprehending/Analyzing written and spoken text • Editing and revising work with a peer • Researching topics • Listening to text read aloud • Giving presentations • Note taking 	<p style="text-align: center;"><u>English Language Learners</u></p> <ul style="list-style-type: none"> • Struggling with Print Concepts (Reading left to right, top to bottom, 1:1 matching of words, etc.) • Struggling with understanding how the English alphabetic system works • Struggling with phonemic awareness • Struggling to decode words correctly and efficiently • Struggling to comprehend text read or heard • Engaging in dialogue with others is difficult • Speaking and/or writing is not in an academic register • Struggling to retell, comprehend and analyze written texts • Creating oral presentations is difficult • Creating written texts is difficult due to oral language, text structures and/or spelling knowledge • Determining meaning of vocabulary in context is difficult • Understanding multiple meaning words (homographs, homophones) is difficult • Utilizing academic vocabulary is sporadic or nonexistent in oral language and/or writing 	<p style="text-align: center;"><u>English Language Learners</u></p> <ul style="list-style-type: none"> • Show the similarities and differences between student's primary language and English • Explicitly teach the English letter names, letter sounds, and letter formation • Increase designated and integrated ELD instruction • Provide multiple exposures to learn the language with instruction that supports the tactile, auditory, and visual learner. • Utilize Thinking Maps; consider providing partially completed TMs and pictures, as needed • Teach explicitly Tier I, Tier II, and Tier III Vocabulary Words • Provide primary language support to assist Emerging Level English Learners with comprehension of complex and grade level text • Provide English audio support for text to support comprehension through multiple exposures • Engage in repeated readings of the text • Utilize SDAIE strategies during instruction (Cooperative Learning Strategies, build on prior knowledge, adapting the text, etc.) • Teach and use cognates when applicable to the student's primary language • Utilize Comprehensible Input (concrete objects, pictures, gestures, charts, TPR, visuals, etc.) during instruction • Provide ample opportunities for oral rehearsal opportunities prior to writing, oral presentations, and reading text aloud • Explicitly teach how to comprehend complex text and write complex sentences (Dr. Lily Wong-Fillmore's "juicy sentence" technique, Common Core ELD Standards Appendix B) • Chunk the text to allow for a clearer focus on a smaller portion of text • Use flexible grouping (i.e., pairs, small groups, homogeneous or heterogeneous groups) • Support students' oral and written response using linguistic frames • Set specific goals and clear success criteria for language as well as content • Consider strategies listed for other subgroups • Access this link to the new California ELD Standards: http://www.cde.ca.gov/sp/el/er/eldstandards.asp
	<p style="text-align: center;"><u>Low Achieving Students</u></p> <ul style="list-style-type: none"> • Struggling to decode • Having difficulty answering text-dependent questions and spoken text • Having difficulty locating evidence in text to support answers • Locating sections in the text • Having difficulty determining meaning of vocabulary in context • Not participating in collaborative conversations • Needing significant prompting and support to get started 	<p style="text-align: center;"><u>Low Achieving Students</u></p> <ul style="list-style-type: none"> • Utilize Thinking Maps; consider providing partially completed TMs as needed • Provide audio support for text to support comprehension • Engage in repeated readings of the text • Chunk the text to allow for a clearer focus on a smaller portion of text • Use flexible grouping (i.e., pairs, small groups, homogeneous or heterogeneous groups) • Support student response using linguistic frames • Set specific goals and clear success criteria • Provide models of proficient work as needed • Consider strategies listed for other subgroups



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→	<p><u>Students with Disabilities</u></p> <ul style="list-style-type: none"> • Difficulty sounding out words and recognizing words out of context • Struggle to locate sections in the text • Difficulty distinguishing significant information from minor details • Trouble remembering or summarizing what is read • Struggle to retrieve the right words to express their ideas • Letter formation is not an automatic process • Challenged by organizing their ideas for writing tasks 	<p><u>Students with Disabilities</u></p> <ul style="list-style-type: none"> • Provide multiple means for students to acquire information (i.e., how the information is presented), demonstrate learning (i.e., oral presentation, written responses, graphic organizers, demonstrations), and engagement/motivation (i.e., plan for choice opportunities when appropriate, activities based on interest). • Increased modeling or exemplars of the success criteria. • Increased monitoring with specific feedback throughout instruction. • Increase duration and frequency of flexible grouping (i.e., 1:1, pairs, or small groups; homogeneous or heterogeneous groups). • Create opportunities for peer support and collaborative learning that allow students to provide support to each other. • "Chunk" specific portions of the text to isolate the focus of the learning intention. • Provide further focus to specific portions of the text through use of color-coding, masking, highlighting, or bolding strategies. • Provide dual-coded support by using visuals, pictures, and diagrams along with linguistic representation. • Incorporate Thinking Maps throughout instruction for note-taking, processing information, and preparation for discussions and writing tasks. • Provide partially completed or color-coded Thinking Maps to assist in focusing the student(s)' attention to the identified learning intention. • Allow students to use their previously developed Thinking Maps, notes, and/or other resources as references while completing classroom tasks. • Provide dual-coded support by using visuals, pictures, and diagrams along with linguistic representation. • Provide "framed" paragraphs with sentence starters for essay development. • Teach linguistic patterns used in conversation (i.e., I agree with __, because __) • Provide accommodations and/or modifications as identified in the student(s)' Individualized Education Program (IEP). • Consider strategies listed for other subgroups • For more support with Universal Design for Learning (UDL), access this link: http://www.cast.org/udl/
→	<p><u>High Achieving Students</u></p> <ul style="list-style-type: none"> • Display verbal ability in self-expression by utilizing formal and informal words and phrases across contexts • Use analogical thinking to communicate ideas • Read two or more years above grade level • Understand nuances of language beyond grade level peers • Understand text information well above grade level standards and expectations • Uses multiple strategies to create meaning from text • Read and comprehends material beyond their grade 	<p><u>High Achieving Students</u></p> <ul style="list-style-type: none"> • Utilize flexible grouping to provide students with appropriate learning experiences relative to their attainment of grade level standards and learning targets • Provide opportunities for students to read text at their individual reading level • Implement more inquiry based models of teaching: advance organizer, concept attainment, concept formation, deductive reasoning, group investigation and creative problem solving • Study word origins and derivatives; study multiple meanings based on context, ethics, motives, perspectives and/or language of the discipline; apply Thinking Like a Disciplinarian to analyze word choice, meaning and structure • Determine how patterns and trends in language support a point view and impacts structure, ethics and/or perspectives • Incorporate Thinking Prompts (Depth, Complexity and Content Imperatives), universal concepts



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	<p>level</p> <ul style="list-style-type: none">• Read extensively; wants choice in reading selection• Utilize texts to solve problems• Make insightful connections• Process and retain large amounts of information without multiple readings• Manipulate abstract ideas and make connections more readily within and across texts• Can reverse steps in mental processes	<p>and/or big ideas to create higher level questions to provide students more appropriate practice</p> <ul style="list-style-type: none">• Add Thinking Prompts/Icons (Depth, Complexity, Content Imperatives) and universal concepts to the frame of reference of Thinking Maps to generate guiding questions that encourage more higher order thinking, greater reflection and metacognition• Allow students to generate questions incorporating universal concepts, big ideas, key words, and/or Thinking Prompts at ascending levels of complexity to include in discussion• Allow students to incorporate information from multiple and varied texts (current events, contemporary works; classics, biography, primary sources...) to provide evidence for reading, writing, listening and speaking tasks• Apply Thinking Like a Disciplinarian to allow students to interpret evidence and make claims from various points of view, e.g., philosopher, sociologist, Confucius, Aristotle, Dr. Martin Luther King, Plato, bell• hooks, Rousseau; and ask students to articulate and support multiple (and contradictory) perspectives• Students provide interpretations using Thinking Prompts (Depth, Complexity and Content Imperatives) and universal concepts as evidence to support claims• Relate written and oral interpretations and responses to big ideas, abstract concepts, philosophical themes and ideas.• Generate Depth and Complexity pathways to inquire into• teacher and student generated questions, support reasoning, communication and reflection• Provide opportunities for teacher facilitated extensions and independent study that incorporate students' interests

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