

# HW 2.3 Implementing WIDA Can Do Philosophy



**HOMEWORK**

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<b>Learning Outcome</b>	<b>Pedagogical Intent</b>	<b>Student Position</b>
<b>Understand how to select and administer norm-referenced language proficiency instruments. Assessment: 50 pts. Due: Session 3</b>	<b>Teachers can learn more about their students by accessing reports of their assessment results.</b>	<b>Students are learning about English language assessment practices. They will now access assessment scores for the student they are working with.</b>

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## **Instructions**

1. This activity is designed for you to look at the actions educators can take to understand and engage the linguistic, cultural, experiential, and social and emotional assets of their students.

2. Use the form from WIDA labeled "[Connecting to the Can-Do Philosophy](#)" to reflect on how your teaching practices encourage language learners to show their abilities and work towards their potential. Please consider how enacting these things will improve access to assessment for your L2 learners.

3. Using the "Connecting to the Can-Do Philosophy" on the last page write the specific steps you will take or have taken to implement the [WIDA Can Do philosophy](#) and how you could implement it more fully in your teaching. How will implementing these things in your classroom, school, or district improve assessment equity for English language learners?

4. Save the "Connecting to the Can-Do Philosophy" document, print it out, and bring it to the next session.



Pinnegar, S. E. (2019). *Assessment for Linguistically*

*Diverse Students*. EdTech Books. Retrieved from  
[https://edtechbooks.org/diverse\\_assessment](https://edtechbooks.org/diverse_assessment)