

HW 2.4 Supporting English Learners



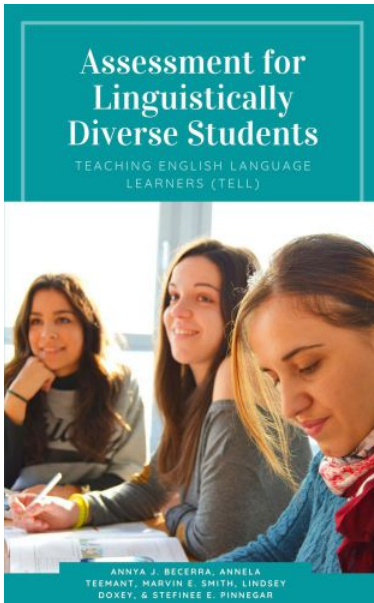
Learning Outcome	Pedagogical Intent	Student Position
Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs. Assessment: 50 pts. Due: Session 3	Teachers can implement good assessment practices in the lessons they teach and the assessments they choose to give.	Students are learning about English language assessment practices. They will now gather information to apply their knowledge of assessing ELs to their classroom practice by bringing a lesson plan.

Instructions

1. For your final project, you will adjust a unit you teach already to better employ assessments that will enable you to track the learning of an EL you are teaching. This is the first step in that process.
2. Identify a unit you would like to work on. During class, you made determination about whether you will work independently or whether you will work with a partner and you made initial decisions about what unit you wanted to work on.
3. For this homework, you will solidify this decision. This gives you time to reconsider the units you teach and carefully select the one you want to work on. If you are working with a partner you will want to consult with them. If you are working with partners who have work assignments other than teaching, you will have decided what presentations you typically do as part of your work that you will use as the focus of your final project.
4. Having decided what unit you want to work on, you will need

to bring the unit you plan to work on to class for the next session.

5. Look over your standard and unit plan and answer the following questions:
 1. Identify the Content objective for the lesson and identify the content and performance skills students will need to learn the content and successfully demonstrate their learning (If you chose option one above, identify the objective(s) of your presentation)
 2. Construct language objectives that your students will need to meet to develop or represent their knowledge of the standard.
 3. Given the content and the language objectives, identify key vocabulary or concepts your ELs will need to understand to be successful and decide how you will support them in learning these concepts.
 4. Consider what instructional supports your students will need to access the academic content in this lesson?
 5. Identify ways you do or will assess the standard and students' knowledge of it. Identify accommodations that potentially need to be made to the unit assessments.
 6. As you begin this work, remember that you need to hold ELs accountable for the same knowledge and performances you expect from your other students.
 7. Consider what issues of assessment will affect your learner's ability to both learn and demonstrate their knowledge of this content.



Becerra, A., Teemant, A., Smith, M. E., Doxey, L., & Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment