

LA 7.6--Center 5--Meeting Legal Obligations for ELs

Checking for Assessment Compliance at My School and in My District



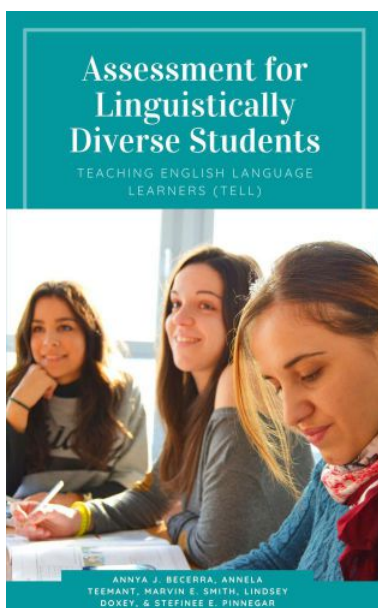
Learning Outcome	Pedagogical Intent	Student Position
<p>Build and demonstrate your assessment literacy and ability to effectively implement the assessment process, and evaluate, select, and construct assessment tasks and procedures; build and demonstrate your ability to effectively attend to evidence from multiple sources in assessing language minority students.</p> <p>Assessment: pts. TA: 20 Minutes</p>	<p>Teachers can build and demonstrate their assessment literacy and ability to effectively implement the assessment process by learning how to interpret standardized tests scores to determine next steps in instruction.</p>	<p>Students have studied concepts and practices for assessing linguistically diverse students during the course. Students now view a Power Point about interpreting standardized test scores. They take notes and discuss how to use these scores in their practice.</p>

Instructions

1. For this activity, we have provided the [Fact Sheet](#) that accompanied the most recent Joint Memorandum, which was sent to states and school districts. It identifies key areas where, for 20 years, schools have typically been out of compliance. We

have reviewed these facts in earlier courses but are revisiting it here in terms of issues for assessment

2. We provided a [worksheet](#) to guide your exploration of how your school and district responds to the elements we have identified as relevant to assessment.
3. Review the item on the Fact Sheet, identify how your district responds to the item, and then consider how they might respond.
4. If you have further interest this link will take you to the letter that accompanies the fact sheet. <https://edtechbooks.org-yYdw>



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