

# AVG 1.2 The Assessment Process



## Think About

The Active Viewing Guide is shown below. Click on the link [Active Viewing Guide 1.2](#) and download the Word document to be able to write on it.

- Which of my beliefs and assumptions prevent me from meeting the needs and building on the strengths of my linguistically diverse students in the process of assessing them?
- What do the programs and practices embodied in my curriculum reveal about how my learning, teaching, and assessing practices are aligned?
- What effect can learning more about assessing linguistically diverse students have on how I engage them in my classroom and my discipline?

If you want to review this video later go to this website <https://edtechbooks.org/-wAi> ,click on Session one and click on that video. Scroll up to the video screen and then move the time forward to 1.12.

Conceptual Outline	Meaning Making
<p><b>Annela Teemant (Brigham Young University)</b>  <b>Teachers’ growth and development cannot be mandated. Instead, the impetus for change is found in the faces of your students. When they underachieve, struggle, give up, or fail to meet expectations, thoughtful teachers ask, “How can I meet this child’s needs?”</b>  <b>Questions like these can guide your learning.</b></p>	<p><b>My impetus?</b>  <b>My students’ faces?</b></p>
<p><b>Penny Weatherly (ESL Coordinator)</b>            My first ESL student came to me the year that I came back from getting my master’s. He was straight from Mexico—no English. Just the cutest little guy. I thought, “What do I do with this child?” He was obviously trying so hard. I realized that I was not trying as hard to meet his needs as he was trying to learn. I knew then that, “Boy, I better do something. ” I was teaching in my ‘pretty good teacher’ mode and thought, “I’m not reaching this child. I am not touching him.” That’s a very personal feeling.</p>	<p><b>Effort to learn?</b>  <b>Effort to teach?</b></p>
<p><b>Ronald Gallimore (University of California, Los Angeles)</b>            Teachers need personal courage because being a teacher means admitting you need improvement and accepting criticism and advice. It means looking at yourself critically and improving—throughout your life.</p>	<p><b>Courage and Improvement?</b></p>
<p><b>Penny Weatherly (ESL Coordinator)</b>            It was almost like becoming a brand new teacher all over again—revisiting all my attitudes about teaching, the amount of effort I was willing as an individual to spend, my willingness to modify my lessons, my teaching, my assessment—in order to make sure that the one or two understood.</p>	<p><b>Being a new teacher again?</b></p>
<p><b>Pauline Longberg (ESL Specialist)</b>            There’s a whole world opened up to you when you delve into journals and articles from research and from other teachers’ practices. And it’s been very helpful. Reading about teaching has been like taking a whole course in a week. I discovered I’m a teacher who doesn’t read enough, but maybe there are other people like me. We get so engrossed in this act called teaching that we forget to be learners.</p>	<p><b>A new world for learning about teaching?</b>  <b>Teachers as learners?</b></p>

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**Conceptual Outline****Meaning Making****Annela Teemant (Brigham Young University)**

All teachers assess their students' to determine: what they already know, how they learn most effectively and what they have learned from instruction. You have years of experience as students and as teachers. But we hope to expand your assessment practices and enrich your assessment literacy (what you know and can do in assessing student learning), particularly for second language learners.

**Our four course purposes expand your assessment literacy by:**

1. Identifying your beliefs about assessment practices
2. Using placement information about second language learners effectively
3. Implementing an assessment process in your classroom
4. Using multiple sources of evidence.

We begin by asking you to consider your beliefs, attitudes, and assumptions about assessment.

**Annela Teemant (Brigham Young University)**

Teachers make daily judgments about student learning: what content to teach, how to teach it, and which students get called on and encouraged.

John Goodlad argues teaching is grounded in teacher judgment. Teacher judgment requires special knowledge.

Ron Gallimore says teachers specialized knowledge includes being morally centered and having personal courage, subject matter competence, and pedagogical expertise.

**Annela Teemant (Brigham Young University)**

The cultural and linguistic diversity of today's student population pushes educators to be more thoughtful and informed about how to appropriately educate these students. Educating bilingual students and monolingual students is not the same. As a result, teachers need to learn more. For the twenty-first century, teachers need to understand sociocultural issues and second language acquisition (communication, pattern, and variability). We have addressed these issues in earlier courses. In this course, we help teachers develop the kind of assessment practices that are most helpful for second language learners.

**Students are bombarded with tests:** multiple choice tests, high stakes tests, alternative assessments, criterion-referenced tests, performance assessments, teacher-made tests, proficiency tests, and classroom assessments.

**Marvin Smith (Brigham Young University)**

Educators use a variety of terms, often inter changeably, to talk about assessment practices, which can be confusing. In this course, since we will use terms in precise and distinct ways, we begin with definitions.

First, we use the term evaluation to mean making value judgments or decisions about the achievement of students or the quality of school programs. These judgments should be based on evidence that should come from a variety of sources. For example, students are promoted to the next grade based on evidence supporting that evaluation. School programs are judged on evidence from standardized test scores. Classroom teachers often use chapter or end of semester tests as evidence for evaluating students.

In the past, a formal test was the main, and perhaps the only, tool used as evidence of students' progress. This introduces our next term—testing. By test or testing, we mean a narrow focus on student achievement or knowledge at one point in time. A traditional test asks for a paper-and-pencil response to multiple choice, true/false, short answer, or essay questions. The responses are typically scored as right or wrong. Traditional tests give us an indirect measure of a student's ability. For example, testing vocabulary items is an indirect way of assessing a student's reading or writing ability.

A formal test does not capture all we want to know about student learning. It provides evidence a student can recall facts but doesn't tell us if a student can use them in real life. Formal tests cannot guide us in helping students become stronger writers, better thinkers, or capable scientists. Educators have more complex questions about student learning. We want to know what students can do and what they know as they learn.

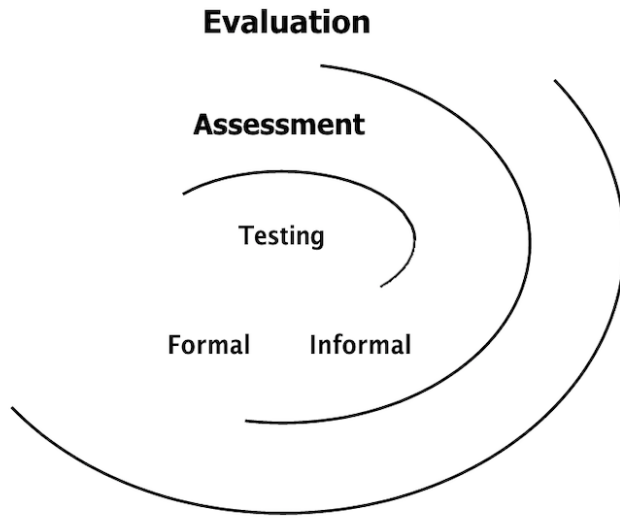
**Marvin Smith (Brigham Young University)**

Our third term is assessment. It more accurately represents what teachers do. In contrast to testing (focused on a single point in time), assessment is broader in scope and involves the ongoing gathering of information by a teacher using informal and formal tools that capture student learning. Assessment may include (for example):

- a formal traditional test score,
- teacher observation,
- instructional conversations
- student self assessment
- portfolios.

Assessment represents attending to the day-to-day nature of student learning and growth. Teachers use it to make curricular and moment-to-moment adjustments to help students reach learning goals. This course focuses on informing and developing your assessment practices, especially for second language learners.

**My assessment practice?****Specialize knowledge?  
Morally centered?****Evaluation and judgement?  
Narrow focus?  
Indirect measure?  
Evidence of student learning?****Scope?  
Assessment and day-to-day learning?**



**Judgments about individuals and programs?**  
 Broader scope?  
 Ongoing?  
 Over time?  
 Narrow focus?  
 Single point in time?  
 Classroom assessment?  
 Alternative assessment?  
 Traditional tests?

**Kalpna Madhok (Secondary ESL Teacher)**

She describes how she asked a student who was a second language learner to use the overhead to show her answer because she was struggling to explain it. Doing these kinds of things builds learners', particularly second language learners', self-confidence because when students know something, they want to show that they know it. When they show the class, they are saying, "I know it and I have understood what is going on."

**Annala Teemant (Brigham Young University)**

The greatest challenge for a teacher of language minority students is to determine what academic content the student knows, regardless of the language the student has to express that knowledge. This is more complex than assessing what a native English speaker knows. Once you decide about students' conceptual and linguistic development, you must then identify learning goals, focusing on content and language. Teachers' knowledge that guides these decisions should be:

- Conscious
- Explicit
- Systematic
- Evidence-based
- Recorded

This process—called "having an assessment plan"—makes your knowledge concrete and your actions more professional. It ensures that a teacher isn't using intuition alone to track student growth.

**Marvin Smith (Brigham Young University)**

Having an assessment plan means having a complete learning plan. Such a plan helps students set learning goals, use evidence and feedback to monitor and adjust their performance, and recognize the progress they've made

**The complete assessment plan has four steps:**

1. Planning for assessment
2. Collecting and recording evidence
3. Analyzing and interpreting evidence
4. Using information for reporting and decision-making.

**Challenge?**  
**Basis for my decisions?**



**Lorraine Valdez Pierce (George Mason University)**

The key to a systematic approach to assessment is planning, planning, planning. When teachers make a lesson plan, they need to be sure assessment is part of the plan. The funniest thing I've ever seen is a curriculum plan without an assessment component, an odd animal created by teachers who believe assessment isn't part of instruction. So planning, planning, planning.

Assessment and curriculum?

**Marvin Smith (Brigham Young University)**

In planning, we actually prepare for all the steps in the assessment process.

- Identify learning goals: essential content and language.
- Anticipate evidence: data needed to make desired decisions.
- Determine analysis criteria: decide on what makes good work.
- Use results as feedback: inform students and instruction.

Planning central?

Teachers decide on tools for collecting evidence. Teachers use classroom assessments to assess students during the learning process: informal, ongoing assessment strategies interwoven with instruction.

**Carolyn Huie Hofstetter (University of California, Berkeley)**

Teachers assess students constantly. Every time they watch a student or listen to them speak, they collect this kind of information in their head. They may not write it down, but they could. This data becomes part of the multiple measures teachers collect as a basis for making judgments about students. Written records of this informal data can provide documentation for teacher judgments or decisions.

Observations as Data?

**Marvin Smith (Brigham Young University)**

If teachers want to make judgments about more complex student learning, they will probably use alternative assessments: formal, yet non-conventional, ways of demonstrating learning. Alternative assessment is ongoing and allows students to adjust their work, provide evidence of growth across time, and prepare and participate in exhibitions of their learning. Authentic assessments, performance assessments, and port-folio assessments—terms that describe types of alternative assessments. We learn more about these types of alternative assessment in future sessions.

Adjust performance?

**Charles Stansfield (Second Language Testing, Incorporated)**

In the 80's, an alternative assessment was any test that was not multiple-choice. The student then had to do something—produce something—typically write, speak, or demonstrate. In other words, it was the alternative to a traditional multiple-choice test.

**Marvin Smith (Brigham Young University)**

Since 1980, assessment has come to mean something much broader than testing alone. When teachers plan for assessing student progress, they don't have to make either/or choices about assessment formats. Classroom assessments, alternative assessments, or even teacher made tests can be used strategically in collecting evidence of student learning. Your learning goals and what you consider acceptable evidence of them determine the assessment tools you use. The planning step of the assessment process anticipates the entire process. Once you have planned, you implement your plan, collecting and recording relevant evidence of student learning. You analyze and interpret the evidence using predetermined criteria for judging quality. Finally, you use the results to inform your instruction and provide students with feedback about their progress.

**Annela Teemant (Brigham Young University)**

Wise implementation of an assessment plan helps teachers attend to ESL students' language development as they gauge their content learning. As a result, bilingual students are held to the same high standards as native English speakers. Expanding your assessment literacy—what you know and do—is part of the specialized knowledge needed to appropriately educate linguistically diverse students.



Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from [https://edtechbooks.org/diverse\\_assessment](https://edtechbooks.org/diverse_assessment)