

LA 4.1 Sharing My Student

Considering My Student and Appropriate Assessment and Interpretation of It.



Learning Outcome	Pedagogical Intent	Student Position
Use assessment data to plan, adapt and implement instruction for English Language Learners according to their level of English language proficiency. Assessment: 25 pts. TA: 30 Minutes	Teachers can design classroom assignments and assessments that are differentiated for ELs proficiency levels using information they learn about students.	Students have studied one of their own students and now share that information with others to discuss how that child could perform well based on assessments designed with their issues in mind.

Instructions

1. In your PLC group, each teacher shares who their student is as a learner, providing a snapshot of the student.
2. After everyone has shared, the group consider the [WIDA Reading and Writing interpretive rubric handout](#). Note particularly #1 and #3 on page 2 of the handout.
3. Now as a group review each student profiled and reported on in your group and identify possible types of support each student might need in order to reveal what they know.
3. Your work and discussion can be assisted by considering other assessments you have already used with English Learners that have been successful or things you have learned earlier in this course or other ideas you invent. You will learn about additional informal assessment in this session.
4. Take notes of your colleagues suggestions. You can use this information to guide you in presenting the profile of your student.



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