

LA 1.2 Learner's Assets

Getting to Know a Student



Learning Outcome	Pedagogical Intent	Student Position
<p>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.</p> <p>Assessment: 25 pts. TA: 20 Minutes</p>	<p>Teachers, having assessed themselves in the four areas, will be able to approach their students with an asset-based rather than a deficit-based mindset.</p>	<p>Students have learned about second language acquisition and legal issues related to English language learners. They will assess themselves regarding their linguistic, cultural, experiential, and social-emotional aspects.</p>

Instructions

1. Using the learner’s asset graphic organizer fill in your own social & emotional, cultural, linguistic and experiential assets:

- a. Linguistic: reflect upon how your use of language shapes your personal identity.
- b. Cultural: reflect upon how your cultural heritage, beliefs, values, and thinking influence others.
- c. Experiential: do you feel your interests are portrayed in your teaching? How do these interests influence the learning in your classroom?
- d. Social and Emotional: reflect on how your students might perceive you through the stories, pictures and/or background information that you share with them.

Click and download the [Asset Graphic Organizer](#) to fill it in.

- 2. In your new PLCs, share your learner’s asset graphic organizer.
- 3. What did you learn about yourself and others through this exercise?
- 4. How does a consideration of the social, emotional, cultural, and language and literacy assets of a child and your own assets help the language development of your ELs?

5. How was your education different when teachers took an assets approach? How has your interaction with your students shifted when you intentionally took an asset rather than deficit approach? What are some assets your ELs bring to the classroom that you might be ignoring and how could you use them in developing ELs language and literacy development?



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