

Figure 11.6. Inventory of Types and Uses of Assessments

Refer to chapter 8, figure 8.5, to complete an assessment inventory for your school and district:

1. For each assessment cycle in figure 8.5, identify which type of assessment you, your school, or your district uses.
2. Does the assessment address ELA or ELD?
3. Which students are assessed?
4. Where are the assessment data stored? Who has access to the data?
5. For what purposes are assessments in each cycle used (e.g., guiding day-to-day instruction, informing professional learning, making placement decisions, monitoring progress, determining resource allocation)?

After the assessment inventory is completed, use these questions to guide your thinking/discussion about assessment use in your school/district:

1. What assessments do you use at your school to inform you about student achievement in ELA and ELD?
2. What does the information tell you about your students' strengths and needs?
3. What assessments guide day-to-day teaching and learning?
4. Which assessment methods are the most useful for your purposes? Why?
5. What other assessment data do you think you need to achieve a comprehensive system at your school and district?
6. Do you think you make effective use of the data from each assessment cycle?
7. How could you improve your use of data within each assessment cycle to make it more effective?
8. What support would school or district personnel need to make more effective use of assessment data in ELA and ELD?

Monitoring ELD Progress—A Shared Responsibility

Ensuring continuous and accelerated progress in ELD for EL students who are learning English as an additional language is a shared district and school responsibility. Establishing a well-designed plan for monitoring ELD progress ensures that all educators in the district, parents and community members, and students understand how the district is accountable for the linguistic and academic success of all ELs. Districts also need to ensure that former ELs (students who were once classified as ELs and who exited official EL status) continue to experience success as lifelong language learners. Developing and implementing a plan for monitoring ELD progress in collaboration with all stakeholders in the district is most successful when communication is open and transparent. Such a plan provides a systematic approach to ensure that timely and necessary actions are taken so that ELs do not “fall through the cracks.”

The sample district plan in figure 11.7 outlines local accountability and responsibility for monitoring and supporting the ELD progress of ELs. The sample plan also addresses the lifelong language learning needs of former ELs (as signaled in the CA ELD Standards Proficiency Level Descriptors) so that they, too, continue to progress in their academic and linguistic development.