

**FIGURE 9.4** Instructional Scaffolding and Strategies Checklist by ELP Level

Level of Academic Language	Beginning ELP Scaffolds	Intermediate ELP Scaffolds	Advanced ELP Scaffolds	Scaffolds for All ELP Levels
Word Level of Academic Language	<ul style="list-style-type: none"> <li><input type="checkbox"/> Word walls and word banks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Word walls and word banks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Thesauri</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Bilingual and/or English glossaries</li> <li><input type="checkbox"/> Dictionaries</li> <li><input type="checkbox"/> Direct vocabulary instruction</li> <li><input type="checkbox"/> Pretaught vocabulary</li> <li><input type="checkbox"/> Visuals</li> </ul>
Sentence Level of Academic Language	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quick minilesson to introduce new basic sentence structure</li> <li><input type="checkbox"/> Sentence frames</li> <li><input type="checkbox"/> Pretaught phrases</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quick minilesson to introduce new compound or complex sentence structure</li> <li><input type="checkbox"/> Sentence frames</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quick minilesson to introduce advanced grammar structure</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sentence stems</li> </ul>
Discourse Level of Academic Language	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraph frames</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paragraph frames</li> <li><input type="checkbox"/> Paraphrasing activities (for fluency and register)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Paraphrasing activities (for fluency and register)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Graphic organizers</li> <li><input type="checkbox"/> Shared writing</li> </ul>
All Levels of Academic Language (Word, Sentence, Discourse)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Home language text and/or instructions</li> <li><input type="checkbox"/> Reduced linguistic load for language of instruction</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Home language text</li> <li><input type="checkbox"/> Supplementary text or video</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Supplementary text or video</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to text or video in home language, as well as in English, as appropriate</li> <li><input type="checkbox"/> Cloze activities</li> <li><input type="checkbox"/> Concise instruction of background knowledge</li> <li><input type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Structured pair and small-group work</li> <li><input type="checkbox"/> Teacher and/or peer modeling</li> <li><input type="checkbox"/> Teacher-led small groups</li> </ul>

# APPLICATION ACTIVITY 9.1

## Formative-Assessment Brainstorm

Let's now take a look at the variety of formative assessments you may wish to consider for your ELs. Figure 9.5 provides a sample of different categories of formative assessments and some examples of each. We have provided a space for you to indicate which types of formative assessments have been effective for your ELs. You may be surprised at the types of activities already part of your practice that you could use for formative assessment.

*Brainstorm a list of the various types of formative assessments that you already use in your classroom. What categories would you divide those assessments into?*

**FIGURE 9.5** Categories of Formative Assessments and Examples

Category of Formative Assessment	Examples	My Notes on the Effectiveness for ELs
Physical demonstration	<ul style="list-style-type: none"> <li>• Hands-on tasks</li> <li>• Acting out concepts</li> <li>• Gestures</li> <li>• Other: _____</li> </ul>	
Pictorial products	<ul style="list-style-type: none"> <li>• Drawings</li> <li>• Models</li> <li>• Graphs</li> <li>• Other: _____</li> </ul>	
Graphic organizers	<ul style="list-style-type: none"> <li>• Charts and tables</li> <li>• Venn diagrams</li> <li>• Webs</li> <li>• Other: _____</li> </ul>	
Written products	<ul style="list-style-type: none"> <li>• Captions of images</li> <li>• Content area logs</li> <li>• Reading response logs</li> <li>• Other: _____</li> </ul>	
Oral assessments	<ul style="list-style-type: none"> <li>• Oral interviews</li> <li>• Reports</li> <li>• Retelling</li> <li>• Role plays</li> <li>• Audio or video recording</li> <li>• Other: _____</li> </ul>	

## What Is Assessment Validity for ELs, and How Can I Ensure My Formative Assessments Are Valid?

Imagine a first-grade teacher assessing all of her students' understanding of word-ending sounds. Ms. Aponte shows her student, Gao-Jer, a Hmong speaker at a beginning level of English language proficiency, the picture seen here at left.

Ms. Aponte asks Gao-Jer to identify what other word has the same ending sound: *wish*, *hat*, *hop*, or *pan*.

- What may be standing in the way of this student demonstrating what she knows on this question?
- What could the teacher do to make this assessment more valid for Gao-Jer?

The mop question is an example of validity, which generally refers to how accurately a conclusion, measurement, or concept corresponds to what is being tested. Validity is defined as the extent to which an assessment accurately measures what it is intended to measure (American Educational Research Association, American Psychological Association, National Council on Measurement in Education, Joint Committee on Standards for Educational and Psychological Testing, 2014). For example, if you weigh yourself on a scale, the scale should give you an accurate measurement of your weight. If the scale tells you that you weigh 200 pounds, and you actually weigh 150 pounds, then the scale is not valid. If an assessment intends to measure achievement and ability in a particular subject area but then measures concepts that are completely unrelated, the assessment is not valid. In the example of the mop, if Gao-Jer does not know the English word for mop, she will not be able to correctly determine which of the four words has the same ending sound. As a result, it is her knowledge of English vocabulary rather than her knowledge of ending letter sounds that is being assessed. Within the larger umbrella of validity, there are categories of construct validity, content validity, and predictive validity, among others.

You don't need to be an assessment expert to work with ELs, but you should have a sense of how the concept of validity can affect ELs differently than non-ELs. In addition, you should have a plan for addressing different types of validity when you design assessments for ELs to make them more valid. You should also know where to go and with whom to collaborate to better support your ELs in assessment. Figure 9.6 provides an overview of different aspects of validity, their definition, and examples that are specific to ELs.



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DNY59

**FIGURE 9.6** Type of Validity, Definition, and Example for ELs

Type of Validity	Definition	Example for ELs
Construct validity	The degree to which a test measures what it claims, or purports, to be measuring	A math test which involves word problems in English may be more of an assessment of language proficiency than of mathematical knowledge
Content validity	The extent to which an assessment represents all facets of tasks within the domain being assessed	A multiple-choice vocabulary quiz that is supposed to measure not only ELs' understanding of meaning but their ability to use the words in context
Predictive validity	The extent to which a score on an assessment predicts future performance	How well an EL's score on the annual state English language proficiency assessment predicts his or her performance on the state English language arts assessment

## APPLICATION ACTIVITY 9.2

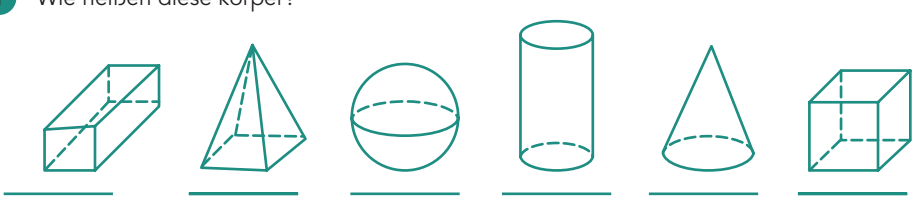
### Why Is Validity a Concern for ELs?

Imagine you are in fourth grade, and your family has moved to Germany for a year for your mother's career. You are enrolling in the German public school system. To determine your mathematics class placement, you are given an assessment to see how much you know in mathematics. In fact, you were in advanced math in the United States and love the topic. You sail through the multiplication problems and the long division until you come to this problem:

*Schreibe den richtigen Namen unter die entsprechende Darstellung!*

*Versuche anschließend zu entscheiden, ob die angeführten Aussagen wahr (w) oder falsch (f) sind. Kreuze Entsprechendes an!*

1 Wie heißen diese Körper?



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