

[Auto-generated transcript. Edits may have been applied for clarity.]
My name is Brent Duckor, and I'm here with Carrie Holmberg, ready to host and moderate our first in a series of assessment for deeper learning

webinars coming from the Center for Innovation and Applied Education Policy.

Today, we're incredibly fortunate to have three top thinkers about the question that's before us,

which is how do we get closer to new possibilities in practice for ELL students that focus on assessment for deeper learning.

And this is going to be about a one hour webinar.

We expect that there should be some time for Q&A, and so we will try towards the end of the webinar to moderate that.

But in the meantime, the format will be a discussion focused around four basic questions.

But before we get there, let's go ahead and situate a little bit more of what we mean by assessment for deeper learning.

is an attempt to recenter assessment away from what we might have thought as more traditional summative

and standardized testing and put ourselves back in the classroom in close proximity to our students,

in this case our ELL students, and really ask ourselves as practitioners,

"How can we build up the knowledge and the skills of those students to help

them better succeed as they think about joining the world of work and college?"

We think of this sometimes as civic life, but really, in many ways, it has a lot to do with how we prepare students to use their minds well.

That includes skills such as critical thinking, problem solving, collaboration skills,

communication skills, all the kinds of higher order thinking that we know the best education is about.

So FDL in a way, really focuses again at the classroom level and how

we are prioritizing and assessing critical

thinking and other sorts of deeper learning skills within the core content of what we teach.

All right, Carrie, why don't you introduce our panel that's going to help guide us today.

We are so lucky to have with us three distinguished panelists.

First of all, I'll introduce Dr. Eduardo Muñoz-Muñoz.

He's an associate professor here at San Jose State University.

He holds a Ph.D. with a dual specialization in race, inequality and language in education and sociology of education from Stanford University.

Dr. Muñoz-Muñoz served as the coordinator of the critical Bilingual Authorization Program,

"Bilinguismo y Justicia" at the Lurie College of Education, as well as the site director of the Stanford World Language Project.

He researches the transformative power of critical, multilingual teachers for our society's democratic education project and has begun

examining the critical role of classroom assessment in shaping language learner outcomes.

Thank you, Eduardo. Dr. Muñoz-Muñoz. We're so happy to have you here with us today.

I also get to introduce Dr. Sofia Gonzalez-Otero.

She is the coordinator of the Multilingual Learner Services at San Mateo-Foster City School District.

She holds a Ph.D. in equity and innovation in education from the University of A Coruña in Spain, which is co-supervised by Stanford University.

In her previous role as a data and research associate at the New Teacher Center, Smarter Balanced Consortium,

Dr. Sofia Gonzalez-Otero's work focused on developing and analyzing instructional

resources in grades three through eight and high school in the areas of English language

arts and mathematics.

As an instructional and senior research associate at Stanford's Understanding Language and Center to Support Excellence in Teaching, also known as CSET,

she also supported different organizations, districts and schools to address the needs and progress of multilingual students.

And Dr. Ma Bernadette Salgarino. It's my delight to introduce her to you today.

Dr. Salgarino is Assistant Director of iSTEAM at the Santa Clara County Office of Education.

She is the president of the California Mathematics Council, a former high school mathematics teacher, a National Board Certified Teacher,

a member of the Mathematics Curriculum Framework Committee and an SBAC item writer and reviewer.

Her leadership within the Bay Area East Side Alliance for many years was instrumental in

co-creating a system aimed at promoting and sustaining assessment for learning practices.

Thank you, Carrie, for introducing us. And in fact, exciting panel.

And I just can't wait to hear the conversation that's going to ensue from today's guiding questions.

We have approximately four guiding questions. We're going to take each question one at a time,

and we're going to have a chance to really have everyone dialogue about it and listen carefully to what

are the possibilities for thinking about such "problems of practice," as some people like to call it as.

What does high quality assessment for learning mean for ELL serving practitioners?

Next, which assessment for learning approaches lead to positive outcomes for serving ELL students?

Are there any other areas of concern we need to know about when it comes to traditional classroom assessment practices?

In that sense, we want to leave space for thinking about what are some of the challenges, as well as

opportunities, when we're confronted with traditional classroom assessment practices.

And last but not least, how might we think or rethink classroom assessment for achieving EL-focused equity, inclusivity and excellence?

So let's start with the first question. Well, I mean, the first question that you're bringing up, if I may kind of break the ice.

Yes, please do. I was going to read it out loud.

Yeah. I mean, I guess I'm just like looking at it from, what does that mean?

Well. Well, allow me first to say that thank you to the Center for Innovation in Education Policy, for having all of us here.

Great opportunity to bring an important conversation. Thank you, Carrie. Thank you, Brent.

Because we are talking about 1 million, roughly, English learners in California.

We are talking about 2 million plus ever-ELs in California.

And this is the conversation of our times. There's no policy in California...

there's no movement running in California... that cannot go through: What are the implications for English learners?

And this one of assessment is one that's particularly relevant.

What does high quality assessment for learning mean for EL-serving practitioners?

And I'll be honest with you, the first thing that came to my mind is: this question goes to what is happening right now? or what we would like it to be?

And that puts us in two different pathways, right?

Because particularly for the, for the trajectories of English learners, because it's through an assessment that you are going to get out of it or not.

And when I say get out of it means that sometimes becoming an EL can be a stigma

sometimes or just theoretically is supposed to bring to you certain resources.

But the idea is, get classified so that when you can get reclassified, you can access other courses, right?

So it's an equity thing. And if you test or not test out of it.

So the assessment is and then what the element that is particularly sensitive

about this is that often we talk in the field about summative assessments,

but then is the formative assessment that still remains vague and because it's very context-based,

because it makes a lot of assumptions about the in order to give formative assessment about language, where's the educational linguistic knowledge?

I mean, that's my angle from a teacher preparation stance.

How are we preparing the workforce to actually make that happen?

High quality assessment means optimizing their communicative potential,

and often optimizing that communicative potential involves overcoming previous

ideologies or prejudices about what you can do or cannot do based on experience.

It means overcoming insecurities that could be individual...as to how to deal with unexpected communicative performances.

And it needs to. It means really having a structure.

And then what do you do with that data? Right?

So we have some progress in California, but in the ground, I don't think that the conditions are there just yet for that desired assessment.

Let me just give you an example and I'll stop right there.

The state has recently developed the OPTEL, which is an instrument to kind of make sure that that third component of reclassification,

namely teacher input, has some sort of frame, because before it was just based on, "Oh yeah, I'll re-classify you."

"Oh no, you don't sound like it." It was very unregulated.

But now that the instrument, one of the main concerns is when it lands on the hands of practitioners, how do they interpret those descriptors we have?

We have preparation to use it and make that really long reaching decision

of "I will reclassify" or "reclassify not". Right?

So that's that's one of the dilemmas. And this rolling out of the OPTEL is still taking its time, right?

So I'll leave it there and see what others would say about that for all the things.

I can jump in regarding sort of the classification procedures.

So right now the procedure for classification is...the criteria one is about the ELPAC level 4 that distance have to get or if you are a student,

you are identified getting an alternative ELPAC you have to get a level three in the ELPAC.

So you have the assessment. So districts have a wide range of assessments to classify students.

And also you have the teacher input to also check if they meet that criteria.

Right? So we have different assessments assessing different domains.

And when you end up making decisions, you are making decisions using different assessments in different periods of time.

And after that, the question is: are they progressing?

And this is the debate. Maybe you didn't do very well

in the reclassification process or oh, you ARE a classification or are OVER a classification and this is a debate for districts to end up on

that sense,

because if they don't understand psychometrically how the assessments are developed, or designed...?

...that's why they are ending up in that debate, right?

Because the assessments, they have different purposes in terms of the perspective,

perspective, the teachers, they want the students to be successful.

So the formative assessments guide or should guide their instructional practices because we are talking about teaching and learning, right?

And we have other assessments that they are using for other purposes, re-classification, ELD placement...

So and we have a debate, like are they at the grade level?

So why we are ending up with such a debate?

Because the assessments are not giving us the whole abilities that the students have and they are not aligned between them.

So even if we have an assessment saying, okay, this assessment is measuring and listening, speaking and reading and writing.

We have another assessment that it measure reading.

Oh, but this child is not passing this other assessment but just the others, just what is happening?

And if we have five assessments, three about reading in all about listening, and they are not passing all the assessments, what is going on?

The assessments are not giving us what we are supposed to ask the students.

And this is the debate that we have in the districts.

And for example, when we develop the assessments,

we should have assessments that the teachers with having these concepts that teachers can stop and the students can learn,

because if not, they are going to get very frustrated about how they should be teaching.

This is students because teachers, what they want is having the students being successful in the educational system.

Right? But the assessments are not giving all the spectrum of their abilities.

So I would like math to jump in because this is a mathematical thing, a link with math, and also reading comprehension in the assessments.

I think it's a beautiful segue, Sophia, to have me share my lens in mathematics.

And you're right, in mathematics, learning often can be demonstrated through many forms, right?

Communication, speaking, drawing, writing, modeling, building, integrating a lot of those mathematical content and practices.

So this is assessment so far for for us in the math.

High quality assessments are those that assess our students' breadth of knowledge

and understanding of mathematical content and our practices as well that will elevate our students' geniuses.

And so for them to be able to reason and to solve problems and to communicate their reasoning,

those are things that we would love for assessments to to be so explicit so that

there are multiple pathways for our students to showcase their understanding.

And and that recommendation for equitable teaching and assessing that clearly link

between the pursuit of equity is what you've said and the ways that our educators will

assess our students will then elevate those approaches that have our students showcase

their cultures and their backgrounds and their languages in in multiple forms.

I would also just like to highlight that we have a new math framework,

and in the California Mathematics Framework we have Chapter 12 of that framework that

truly specifies that the mathematics assessment right now is in it is in transition.

We are shifting its message,

clearly message the shift from rote tests and fact-based skills to multidimensional measures of as well as procedural skills.

So that problem capacity, problem solving, capacity, communication, reasoning and all of those things in turn are reflecting those shifting of classroom practices,

not just in classrooms as well, but schools and districts and state priorities.

I'm really, really glad that

Dr. Salgarino brought home to us the fact that really quality assessment for learning is always going to be linked to ambitious teaching,

as was said by our panelists, communicative styles, exchanges of information between students and teachers and students and students.

What we're really reaching for, I think, as Dr. Muñoz-Muñoz also said was, you know, what we should be reaching for and what is and how do we close the gap?

And I know also that Dr. Gonzalez-Otero pointed to, you know, we have many, many different assessments.

So there's a bit of confusion, even sometimes not only between what ought to be and what is,

but also like what do you pay attention to, what indicator?

But I think the nice part of this particular question, we'll leave it here for now,

is high quality assessment for learning, must be interacting with new frameworks,

and those new frameworks are tied to deeper learning and they are tied to notions of critical reasoning and thinking and explanatory power.

But they do beg certain questions about, well, what does that mean

specifically for EL-serving practitioners?

And we're going to spend, we hope, the next year with many more webinars to come to unpack these questions together.

All right. We've got one question down. Let's go for another one and see what we can find out.

Which assessment for learning approaches lead to positive outcomes for serving EL students.

I can kick that off, Carrie. I would just like to share the experience that I've had with the East Side Alliance.

So for about ten years now, I was just so fortunate to work with teams of teachers and coaches and administrators for the East Side Alliance.

This is an alliance of eight school districts, one high school and its seven feeder K-8 school districts in East

San Jose to offer assessment for a learning professional learning series.

And this and this yearlong series of assessment for learning and approaches that leverage rich

assessment practices that promote and sustain teaching and learning mathematics for students.

And several of the aspects of these professional offerings that we had led to positive outcomes for our students,

especially for our multilingual learners. And what we've done were one formative assessment approach that regular formative assessment practices,

such as providing, providing feedback and pure assessment,

those were all embedded in that professional learning offerings with multiple touchpoints where teachers give a set of assessments,

max of three questions that mirror our SBAC types of questions like selected, response, constructed response and performance test.

And our teachers used those data to co-create formative assessment tasks or lessons focused on mathematical vocabulary, reasoning,

various ways to represent mathematics, and those showed benefits to both teachers and students in elevating engagement.

So the feedback that teachers have given provided students identity so identifies those

areas of growth and development and on their mathematical and language skills as well.

Language development assessment too was part of that.

So focus on vocabulary, comprehension, language production, and that was part of those opportunities provided to our teachers as well as the students.

I would also like to highlight that within those professional learning series, the culturally relevant assessment was embedded in that.

How so? Our team of teachers gathered together and they planned for intentional choosing

of items that incorporate students' cultural backgrounds and experiences.

And so because we are aware that cultural and personal relevance can enhance engagement and motivation among English learners,

that was part of the intention that we are trying to use so that materials and examples

and context and assessments helps validate our students' identities and experiences.

And of course,

the collaborative assessment practices where teachers come together and talk about it and and plan for re-engagement lessons.

And this is another step that's key to the professional learning series because we provided them time and space where

educators use that performance task to analyze together those student responses and plan for our re-engagement lessons.

And this has been opportunities for our students to then critique and reason and to elevate those opportunities to develop their language.

So I would add the assessments for learning that could be having positive outcomes

are the ones that they reflect the diversity that we have in the classrooms.

Right. Right now we have a classroom.

So we use not only two languages, more than two languages.

So the language itself, it brings that cultural aspect.

So we should have this formative assessment with the inclusive perspective and thinking

about how these students are coming to this system and understand the procedures,

the new procedures. Every student is coming from another educational system.

They have a way to understand the procedures, the processes of learning English language types and mathematical concepts.

So this formative assessment should be focusing on their own pathway, how they learn in the past, because hearing the system, we have a structure,

how they should be thinking about the procedures and processes,

but they are coming through another system that they learn other procedures and other processes or other methods as well.

So in terms of their formative assessment, we should be addressing that aspect.

Other thing is about the interim assessment. We have to think about the design of these items as well.

Right. So so psychometrically we don't have assessments that are comparable in English and Spanish.

So if students are having these assessments in English with a monolingual perspective and not a multilingual perspective,

so we should have psychometrically comparable assessments in two languages or more and with the

same cognitive load when they are reading and when they are processing the assessments.

We don't have that right now. So same constructs, same structure, syntax, everything.

So we don't have that right now. I know that it was made a big effort about the illustrations.

The illustrations is something that SBAC addressed, because when the students are seeing the illustrations in the assessments, they got confused.

They are coming from another context.

They see this a illustrations are pictures and they can be confused about what they

are seeing and what they are reading because the interpretation could be different.

So for multilingual learners, we have to have this sensitive approach when we are designing the assessments.

And I think I'm going to push them because they are more than one, of course.

Well, let me add to what you were just sharing that me in terms of the traits that would make an effective learning approach,

It's it's a number of factors and you were listing a few.

But I think the, for example, is critical to think is this setting created for an assessment does nourishing and that considers what other

factors or the communicative situation that is happening there are the opportunities for production being provided.

Are those spaces secured so that there is an equitable distribution of opportunities and also that goes alongside

him by hand with the right expectations that the English learners can perform and that they can convey meaning.

And even sometimes, for example, we think, well, the meaning where the academic language forms, okay,

there is a place on a time, of course, for academic language, but you can see smart things with other means of communication.

Either you can use other language that may not be deemed as academic.

And I emphasize these may not be the thing, because that also connects with racial linguistics and the idea that depending on if if if you look pale,

certain things you say are going to give a certain credit on the same

words uttered by by a different kind of body, it may be interpreted in a way.

So those are considerations that are affecting day in, day out of the classroom.

But the important to note that these the creation communication is a social process.

These are, for example, tasks and projects in the classroom being created so that students can communicate not like robotically,

but in the context of the flow, the communication.

And that also goes for applications of UDL and communications in multiple and multiple ways that the burden of that was indicating.

I was referring to the first question. Sometimes you can be you can meet.

Very smart remarks with a movement of the hand, which has a total semiotic value in the situations.

It has a lot of meaning. It implies that you have received information and you didn't order something by embedding

an irony or some sort of figure of speech by using other means such as the variable.

But that implies that you are communicating something. Those are communicative potential.

I think that it's important that situations for assessment are sensitive, that language is unpredictable,

and the functions, communicative functions can be been for many, many ways and not to stick to.

I wanted you to say I am hungry. No. You can also say, Hey, how my tummy around my tummy.

Can I get multiple ways of saying of getting nothing done?

That pragmatic communication happened last. I mean, I'm going to I'm going to refer to a colleague of mine and teaching in El Cajon,

Maxine, who I often get to teach and workshops in about designated a day.

She works with high school emergent bilinguals and part of her

essential processes they call designed the learning goals.

So in a way that is leading directly to only to agency of owning the learning and the assessment that goes with that

self-assessment is a critical component so that they are not just left outside because they the older they grow,

the more it's all the time, but the older they grow, the more evident it is.

That language is closer to your soul, and it has to do with your identity and your self-esteem.

So ultimately you need to get them communicating assessment.

What a service does is I'm assessing so I can get information so they can communicate more.

I don't want to kill your communication. I want you to feed your communication.

Right. I'll stop there. Oh, thank you.

Thank you all. I love hearing about that.

Yeah. Co-designing with the learning goals, right? Teachers and students together.

There's so much about what you've been saying that has struck me, but I'm going to focus right now on two aspects.

And one is that the teachers, the approach of teachers meeting with one another,

and I think it was Dr. Salgarino who talked about this the teachers would use

a performance task, right, the same one or ones very alike with their students,

and then meet afterwards to make sense of how their students would handle that combined with Dr. Muñoz-Muñoz's

idea of this, that assessment, that's nourishing, right?

So I think. Nourishing for whom? Right.

And we can we can aim for an assessment process, assessment for learning processes that are nourishing both for the students and for

the teachers.

Right. Because so often teachers in the day to day basis don't have kind of paid time respected

time to meet to talk about analyzing student work together and talk about processes.

So if we want to close the gap, as Brent was saying, and Dr. Muñoz-Muñoz suggested or I should say, Dr. Duckor,

about closing the gap between how things are today and what we would like them

to be in the world of assessment for our students and all our students,

that that takes a change. It's going to take teachers collaborating and talking with one another.

So I just wanted to give that response. Let me just echo that with that with an exclamation point.

We just heard from two of our panelists, actually, all three, that there are things happening right now in classrooms an El Cajon and across districts

in San Jose and in San Mateo and Foster City that are actually doing the deep dive work,

the deep dives. And I think we can absolutely walk away from that saying, you know what,

There's so much more to learn about what's working for the children and the teachers when people are doing a communicative approach.

Maybe that's the new frame. Dr. Muñoz-Muñoz Maybe rather than say, assessment for learning, we should start talking about communicative assessment.

Interesting idea. All right. Let's go to the next question. Right.

So are there any areas for concern that we need to know about when it comes to traditional classroom assessment practices?

And let me frame it how Carrie and I often frame it when we teach from our work.

We start with what I call the triumvirate, the triumvirate assessment as I experienced it.

And many, I think still do today is test quiz homework, test quiz homework.

And I think if you just take that as one example, but there are others,

traditional classroom assessment practices may or may not advance the work of supporting,

engaging, enriching our ELL students and multilingual students.

So please speak to that.

You know, what do you think we could be unpacking maybe more critically or more deeply around traditional classroom assessment practices?

Here we are. We are in a stand off here looking at each other.

Who will go? love it!

Well, I think areas of concern. I'll just get it started with a couple of sentences of their own capacity, I think.

And I will build on what Carrie was saying before, for example, with this idea of nourishment and how you actually,

you just made me think about something really, really interesting.

And this idea of how assessment nourishes the student's body can also nourish the teacher.

The idea is that when you are going to engage in a formative assessment is something that I don't see happening that much,

particularly differentiating for ELs, for everyone. Yeah.

Generic, but in the kind of differentiated linguistic needs is more of like a rare occurrence or is more difficult to track.

Again, since I am not everywhere, everywhere we are all the time.

So I cannot sit here and say I know it all, but I mean I don't see them much and I need something.

As an educator, I can see how can be difficult because when you are engaging in a formative assessment episode,

as briefly, as Ruiz-Primo and Flores will talk about, it also is going

to require that you, as a teacher, want to engage.

Okay, I'm going to communicate with you.

I'm going to open this communication to see how this is happening and how I'm going to provide you feedback and try to get your feedback.

That is, you know, that's also testing my professional ability.

Right. And is there a willingness to engage in I'm not just going to give you generic feedback along the lines of like,

don't forget your s's in your third person singular verbs or like pleased to announce that well,

which is kind of like safe places to go to as they mentioning one article I read from

them when it's like when you don't know how to provide feedback about language,

then you go to common places to oh, kind of you get an accent or the text and sounds funny and it starts going worse and

worse and worse because you don't know what to say about the linguistics so there is

How do we break that sense of I mean,

we start getting to her willingness to risk it and engage in a formative

assessment moment and really provide feedback that really that really matters.

Not when teachers can get to do that and is a I'm going to play the game.

I'm going to I'm going to engage with a situation that can be nourishing for you professional in the sense that the more you navigate,

the more you realize, Wow. I mean, I am I am molding, I am helping the student thrive.

I am not the kind of stuck barking feedback that generic or not really meaningful because I don't know how to approach language.

Right? So I think that and I'm going back to something I mentioned in

my first in my first question and the first answer to the question.

I mean, we need a stronger basis of educational linguistics in the preparation of our in-service and pre-service

teachers to be able to understand these communicative assessment that we're just talking about.

Are we mostly because I will also see us any real concern?

We're just hearing from Bernadette about the shift in the math framework, and you said, you know, like, well,

we have a shift when we the Common Core came under the next generation and they are coming very language loaded.

There's a lot about language and functional linguistics in there.

Well, you cannot learn and you cannot no longer say, like you were saying, around 2014, 2015.

Well, the new standards, they are no longer new. They are more than a decade old.

So are we still are we going to pay attention to language in the preparation of of the workforce or not?

Because he's there. He was already surprising that we have to have the Common Core to tell us that learning is about language.

Well, I mean, what better late than never? But now we are past even the late.

So we need to do something. I'm not sure how I.

I put some concerns on the table and I promised the leader I will put something positive on the table to where I'm not just concerned.

I can build on what you've mentioned. Dr. Muñoz-Muñoz.

You're right. The Common Core State Standards was approved in 2010, implemented in 2013, and now it's 2024.

Right. And we understand how those standards are elevating language development,

not just math, but the integration of speaking, reading, writing and understanding.

And listening are all part of the of the standards of mathematics.

I was in a session several days ago, presented by the English Language Success Forum, and I may be able parking this.

And we as what you've mentioned, Dr. Williams knows about more than 1 million of our students are English learners, multilingual learners,

but it's also in the numbers that they've share that at about 70% of our teachers are are aware

and are acknowledging that they need support to teach our multilingual learners that a lot

of our educational materials are not supporting both our students and our teachers and their

families to acquire those necessary skills and knowledge to support our multilingual learners,

not only in math but also other content areas.

So you're right, we are at that juncture of Yes, and right.

We are here right now.

And we truly acknowledge and appreciate our teachers understanding that they have a lot of responsibilities as well in the classroom.

But my question to is how can we or what what structure and what system might we be able

to co-create so that we have support for our teachers through instructional materials,

through professional learning opportunities, through assessments, through teaching and learning, so that they too are equipped to be able to.

Take away from traditional classroom assessment practices.

How are we supporting our administrators, our coaches?

Right. Administrators, I call upon our county office administrators as well,

and districts and sites to be able to challenge the status quo of traditional classroom assessment practices.

And so I have all of those thoughts and.

And. And. And reflections on ways that in our position,

Dr. Gonzalez-Otero and Dr. Muñoz-Muñoz and Dr. Duckor under 200 in our position, how might we collectively co-create?

A system of support so that our educators, our students and their families are all together in unison.

Unity to break barriers and challenge these traditional classroom assessment practices because they are not helping our students at all.

So you are talking about the Common Core Standards and brings up the curriculum as well.

Right. Are they lying? Are they higher with the assessments?

Is it possible to teach all the standards?

Is not. So what is the pathway here for teachers to teach all these standards?

They have to develop all the lesson plans. Then when you see the curriculum, you are like digging and digging and you have to be ready for tomorrow.

And what is going to be the class after that?

Are we meeting this, the host or not? So we are here in an alignment situation between everything.

And it's not only happening here, it's across the all system,

just like they were including including the standard competencies and looks like do have a you know, it's like a book of more than 100 pages.

But in the past. I imagine. And I saw one book for everything.

And now you have like, could be a big room of books, right?

So in terms of the having a high quality assessment, we should be considering and rethinking all the standards.

And how do they look like? Because we are preparing this year for our working as a market, Right?

So and we have right there that I.

Like. Growing up is like growing up just like being a bouncing very rapidly.

We are in a traditional way. They are going to end up coding because everything is going to be very automatic, right?

We have chat DPD going on and they are going to need the knowledge that we are teaching all of the concepts that we are teaching.

They are going to need all their ways of thinking.

So when we are thinking about higher order skills.

It's like, okay, what are they for the future for the president?

When are they? We are talking about innovation.

Is happening in our classrooms. The innovation space for these students creating a space for creativity.

So I think we have our next set of topics for the next set of webinars already lined out, on AI and EL-serving communities.

We've got something also probably on rethinking the linkages on the system of support and calling other people to help,

as Dr. Salgarino pointed out, really help us to integrate our approaches.

I couldn't agree with you more, Sophia. I think in a way we are behind the curve while things are rapidly changing.

So let's leave it at the next time we will play in that field.

For today, we'll go to the next question and we'll see whether there's any time for Q&A.

But I think we are actually really getting where we want to be, which is opening up possibilities for further conversation.

All right. Here we are with our fourth and final question for this webinar.

They've been so easy, right? We've had some great responses.

How might we rethink classroom assessment for achieving EL-focused equity, inclusivity and excellence?

Wow. I get that one going. And remember that I told you before that I was good, that I was promising that I was going to get positive and get into.

Is this the moment?

Right, okay, here's coming. Drum roll here. What? Well, I think that the first is to acknowledge that this is a systemic matter.

It's not just a matter of like doing one thing here,

one thing that things need to multiple things seem to be happening at the same time and that we need to develop staff and workforce

capacity and not depend of the shelf assessments that vendors would easily be there to sell it to you because that's what they do,

because that's how they pay their bills. Now we need to do things on the fly, the real things in the classroom.

Eventually, no plan will survive the bubble if things happen on the fly.

And these kind of responses of linguistic feedback need to be happening as you

go and are still keeping with the timing of your class and advancing everyone.

I think an essential component as well is, as we can say that this is and I'm going to try to be as specific as possible teacher collaboration.

We often have isolation, and I think Dr. Salgarino mentioned this before,

and we know that as being endemic, teachers are isolated, stressed and kind of going to survive.

However they perform, the linguistic performances of students are going to manifest across not just one subject, multiple places,

and there needs to be a data triangulation to use a research term to think about, okay, what are the students capable of doing?

I mean, an elementary one teacher is in the classroom and the teacher,

but in secondary when a lot these cuts take because time is counting, that's when when isolation tends to happen.

So teacher collaboration can be arranged in the schools and it needs to be paid for teachers.

So I'm being very specific as a former administrator about like this

is something we're asking.

This is something we need to honor. Now, PD, if I were a superintendent, I mean, it sounds like if I were if I were the the king of the kingdom,

he or anybody that I am contracting for my district on any subject needs to have a spelled out a language component in it.

How are you going to address the linguistic component in any PD. Art?

PE. Okay. How are you...? now is that in your proposal and when you're coming to to bring up.

Preserving certification. We need to be and this is this is home turf for some of us here.

We need to have educational, linguistic spring forced and because it benefits our students,

currently we just we have often the course the one ELL course, the one that gives you that.

But then all matters linguistic tend to live there.

No, because it benefits everybody.

Actually, we are talking about assessment practices that we know, as is often being said, will benefit schools, benefits everybody.

So that we know, is no exception. Assessment. Engagement with parents.

Parents when they get savvier about data because it's actually discussed in ELACS and DELACS, then they will start asking questions.

And they it's not that they don't want to ask questions either.

Sometimes they are made to feel like they don't have to ask questions and everything is to the teacher and maestro.

No, no, no, no, no. We need to. We need to. We owe it to them.

And last thing I'll just say, also just presenting, too,

because sometimes in order to know that something exists, you need the term assessment for deeper learning.

Presenting that just to people. Oh. That presents you

the opportunity of thinking about it and realizing that what you were

doing was not it,

and that perhaps there is a higher ground that you can achieve along the assessment continuum of practices and that needs to be presented.

So thank you for what you're doing in your center, Brent and Carrie, because these needs to be heard and well, that's my list of positive things that I delivered.

Indeed you did. Who's next?

I can add on to what Dr. Muñoz-Muñoz has mentioned.

Besides professional development and.

And family engagement. I also would like to highlight culturally responsive assessment in ways that we

leverage our students lived experiences in order to again focus on inclusivity,

that sense of belonging so that they are not.

Just another group of students, but they are in that community.

In school and beyond. To learn, code, learn and code, develop those knowledge and skills necessary for them to thrive.

Second one. Student voice and choice.

I would love. That we.

Encourage our educators to have that system where students are part of that process of designing co-designing assessment.

For them so that along the way they will be able to truly reflect where they are in the process of gaining the skills that they determine.

That is so helpful and beneficial for them. So yeah, those two are in addition to what Dr. Muñoz-Muñoz is mentioned.

Thank you. So I think to Dr. Eduardo,

I would include in the PDs the language development acquisition perspective and also the reading comprehension perspective,

because we have a lot of students that they are struggling with reading.

And what we have also in their writing, please, as well.

But reading comprehension is something that we have to build capacity in our teachers,

how they understand the reading through when we are teaching multilingual learners, adding to the language acquisition as well.

What is the moment for these multilingual learners when they are developing more than one

language and sometimes will have students that they are studying more than two languages?

What is the process? What is the pathway that these students have?

Because it's not the same for everybody.

So all that aspect is about Dr. Ma [Salgrarino] was mentioning about this collaboration, about these teachers being more in the designing these assessments.

I agree, totally agree that they should be involved in the same assessments and understand the perspective of the assessments,

because what is happening is they have a complex materials like, for example, the interim assessments they have leveled.

They have domains and this is, of course, are totally understandable for teachers and they are not.

They want to understand the growth is like 50, 70, 100,

200 is not intuitive for them to to understand like especially how they grow the students growth.

Right. If we put assessments 0 to 10, it's easy for them.

But we have assessments with different scale scores and they are like, okay, what is the meaning of that?

What is the level they grow? They do not. We have to use platforms for that, right?

And while that is aspects use like the procedures and that in the math component component we have,

for example, in the other systems, a square is a square is not a rectangle.

So we have to bring this content,

the understanding of the content that is happening in all the academic systems and use like related to that welcoming the belonging of the students.

If a student is saying okay between these shapes.

This is not rectangle. We have to ask why they have this understanding.

Right. And I said, no, you are not right. The rectangle is a square as well.

What? Same as divisions.

Divisions are not the same here in other countries in the way that we teach them.

So we have to collaborate, teachers have to collaborate and that understand these pieces because in terms of formative assessment,

they are going to be saying to students that they are not right and in fact, they are right.

So I think what we're hearing here is that really we need to be thinking together as teams about solutions

and offering to each other our perspectives and then asking what are the perspectives we're not hearing.

And I love that you've just brought our attention to the question of who's not at the table.

And for example, teachers from other countries, teachers from make or teachers from Japan,

teachers from Vietnam, teachers from other parts of India, Pakistan.

You can name many countries that we serve indirectly through the children who come to this country to study in this educational system.

And do we really know, as you just said, about assessment practices, teaching practices, and we used to use the term cross-cultural thinking.

How do we think across cultures maybe we need to take our linguistic literacy and our linguistic possibilities and also,

as you said, overlay what are the cultural pieces that we don't yet even know in the mathematics classroom?

The science classroom, the language arts classroom, the music classes in the art classroom,

the classroom, wherever we are and open ourselves up to what can we learn?

What do we not yet know? Rather than say You're right or wrong, it's why.

Why? Tell me why. Explain to me as best you can.

I'll listen as hard as they can. I think that's a huge, crucial takeaway.

We have one question in the Q&A from the audience, and I'm going to do my best to get that question to our panel.

The person who wrote and kind enough to write a question asked,

what are some of the strategies that practitioners use to make assessments more culturally

responsive and relevant to the diverse background of English language learners?

What are some of those possibilities?

I imagine, Bernadette, you have quite a few ideas because you've probably been in the nitty gritty with very practical based assessment strategies,

everything from quick writes to task responses.

There's lots of practical tactical things I'm sure that could be useful to help teachers think about this.

I was actually you're right, Brent. While you are saying that I look at my presentation just now, we presented here a culturally relevant task.

We reimagined math tasks to be culturally relevant.

And on top of that, we head to computer science specific to computational thinking on the principal abstraction.

And we have fourth grade in fifth grade teachers have those opportunity to use what you've just mentioned.

Brent So many multiple layers of opportunities to read, write, listen, reason out,

communicate their thinking, but also harnessing computational thinking at the same time.

So there's so many opportunities and I just share that website and I can share our links to our presentation too, because we have teachers here,

Co-presented with us shared their moments and their and their lessons and tasks where they've co-created

some assessments and tasks as well that highlight that culturally relevant pedagogy into those assessments.

So and I will find others as well, because along the way we've we've.

It's just amazing for teachers to co-create that with us.

So, yes. Well, I really appreciate that.

I know, Carrie, we set up the center with Dr. Lorri Capizzi to be a hub, a resource, a place where people could find such resources.

Why don't we think about this? Maybe on our website we should post a place where we can actually name some of these resources,

and we'll work with our panel here to come up with that list and get it in a place that anyone could come to and say, Hey, this is a free resource.

I can learn more. So thank you so much for offering us that question, our friend in the audience,

because it reminds us, well, we can actually platform some of this material.

So we'll talk with Dr. Salgarino and Dr. Muñoz-Muñoz and Dr. Gonzalez-Otero to come

up with curated resources that we think are worth everybody knowing something about,

about practitioner based assessment for learning practices that really get at the heart of equity, inclusivity and excellence.

I think, Carrie, we're coming to the end of this particular round.

I hope everybody feels good and feels like they have a place and a space.

Anybody wants to add anything, now's your time. Feel free.

Thank you again, panelists, for coming and being a part of this today.

I just say that it's been a pleasure to be here alongside you all.

And I really, as predicted, enjoy the conversation.