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TESOL 633

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8.1 Suggested Activity#3

Prompt: *Use the chart on p. 336 to analyze the current use of assessment in your classroom or a class you are familiar with. Begin by specifying your learning objective. Include both assessments that you have chosen or designed and those that are required by your institution or Ministry of Education. Do the assessments align with your learning aims? How are students engaged in the assessment process?*

The U.S. Department of Education does not mandate a single national English language proficiency assessment. However, federal law requires states to annually assess students identified as English Learners (ELs) in four language domains which include listening, speaking, reading, and writing. Each state selects its own assessment to meet this federal requirement. In Washington State, the WIDA Consortium ACCESS assessment is used to measure the English language proficiency of multilingual learners.

According to the Washington Office of Superintendent of Public Instruction (OSPI) website, Washington state uses the WIDA assessment system, which is grounded in the WIDA English Language Development (ELD) Standards (n.d.). This assessment evaluates students' skills across the four English language domains to determine eligibility for English language development services and to assess the English language proficiency of Multilingual Learners (MLs) every year(OPSI, n.d.). These assessments are an essential part of how the state monitors and supports the academic progress of multilingual learners.

Seattle Public Schools (2025) on the other hand, has developed several service models to ensure multilingual learners have access to grade-level content while

continuing to build their English proficiency. Seattle Public Schools states on its website that it uses research-based models, such as “Project GLAD® and SIOP®” to support language development within mainstream classrooms (SPS, 2025). This model emphasizes collaboration between general education teachers and ML teachers (SPS, 2025).

For this assignment, I will focus on a 7th grade English Language Arts (ELA) classroom in which the majority of students I work with are multilingual learners (MLs). These students bring a range of language abilities, cultural backgrounds, and academic experiences to the classroom. Instruction in this classroom is designed to build both English language proficiency and content knowledge. Students engage with grade-level texts, expand their academic vocabulary, write structured paragraphs and essays, and participate in collaborative discussions that promote academic language use.

Assessments in this classroom serve multiple purposes. Some are required by the state and district, while others are developed by the classroom teacher to support daily instruction and provide meaningful feedback. The chart below outlines the assessments we use, the role students play, and their pros and cons.

Learning Objective	Current Assessments	Role of Students	Pros and Cons of Current Assessments
Develop students’ academic English proficiency so they can analyze complex texts, compose well-structured essays, and express ideas effectively in both oral and written communication. Students are expected to use textual evidence, explain their reasoning, and engage in collaborative discussions.	**Required assessments:** ● WIDA ACCESS annual assessment (listening, speaking, reading, writing) ● District ELA benchmark assessments aligned with state standards **Teacher-designed assessments:**	During the WIDA ACCESS assessment, students participate as test takers with no control over test content or structure. In classroom-based assessments, students take an active role by writing, discussing, providing peer feedback, and reflecting on their learning. These tasks allow them to use academic language in authentic, meaningful ways.	**Pros:** ● ACCESS provides standardized and objective proficiency data to inform placement and programming. ● District benchmarks support progress monitoring and accountability. ● Teacher-designed assessments offer authentic

	• Literary analysis essays and constructed responses • Weekly “Quick Writes” to support writing fluency • Reading journals, graphic novel, nonfiction books, poetry, and collaborative discussions • Daily silent 10 minutes reading at the beginning of class		opportunities for students to demonstrate language use. • Interactive activities support academic language development and confidence. **Cons:** • ACCESS results are delayed and may not inform immediate instruction. • High-stakes testing can increase student anxiety. • Benchmark tests may not fully reflect growth in language use and critical thinking. • Teacher-designed assessments require additional planning and grading time, though they provide more meaningful instructional feedback.

Assessment Alignment and Student Engagement

The assessments used in this 7th grade ELA classroom align well with the learning goals of improving students' academic English and content understanding. The WIDA Consortium ACCESS test measures the four language domains that match the classroom focus on reading, writing, listening, and speaking. District benchmark tests and teacher-created tasks such as essays, Quick Writes, and discussions also support these same objectives.

Students are actively engaged in classroom assessments through writing, discussions, peer reviews, and group projects. These activities allow them to use English in meaningful ways and reflect on their progress. While standardized tests offer limited interaction, classroom-based assessments give students more ownership and involvement in showing their learning.

AI Disclaimer:

"I verify that I have not used any generative AI tools to complete this assignment. All ideas and writing are my own."

References

Katz, A. (2014). *Assessment in second language classrooms.* Posted in *Perusall 8.1: Classroom Assessment* [TESOL 633 course reading]. University of Southern Mississippi. https://app.perusall.com/courses/tsl-633-h001-testing-269589761/lg-490-assessment?assignmentId=ZYTqSk5tHgPxyRRQJ&part=1

Seattle Public Schools. (2025). *Multilingual services*. https://www.seattleschools.org/departments/multilingual/

Washington Office of Superintendent of Public Instruction. (n.d.). *English language proficiency assessments*. https://ospi.k12.wa.us/student-success/testing/state-testing/english-language-proficiency-assessments