



PiLa-CS

Professional Learning Community

Design Workshop 5: Assessment

Welcome! / Bom dia / ¡Bienvenidxs! / 欢迎 /
어서 오십시오 / السلام عليكم / מה שלומך / स्वगत है!



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Goals

- Become familiar with guiding questions for creating holistic assessments for your multilingual learners
- Become familiar with a set of transanguaging strategies you might incorporate into lessons, and how to make decisions about which to use and when
- Consider how you will know when your students are participating successfully
- Plan backwards from your goals
- Consider the transanguaging strategies you might employ in your day to day lessons





Activity 1 - Unpacking Assessment



Warm Up

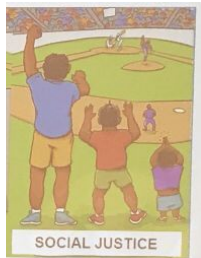
What assessments are the best at helping you understand what your multilingual learners know and can do?

What assessments fail to do this?

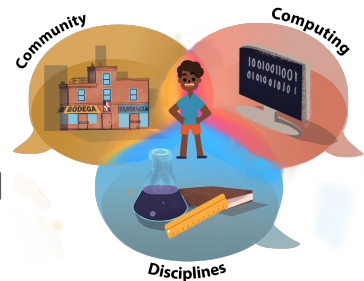
Why?



Where we've been...



Equity involves thinking expansively about goals AND ways to meet them



- Goals:
- CS / Content
 - General language
 - Specific language
 - Translanguaging
 - SEL
 - Students' goals

Assessment



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Remember, from way back during orientation, we had some conversations about what equity means?

- We talked about how our project defined equity NOT JUST as breaking down barriers to access and providing students what they need to meet standard goals (watching a baseball game), but as re-thinking the goals of our instruction and considering alternative ways for students to meet those goals -- in that way, making space for marginalized ways of knowing and language. We aim to center not the standards created by white institutions, but our students' communities and values.
- It's this vision of equity which prompted us to start the design process with students' languaging, backgrounds, and interests and to consider the real-world conversations your students might use computing to participate in
- This vision of equity also guided us to suggest a range of goals for your unit -- beyond just content, but including ways of practicing and using language, translanguaging, and making space for students' own goals
- At this point of the design process, you might be asking yourself, how will I know what students' have accomplished in my unit? That brings us to assessments

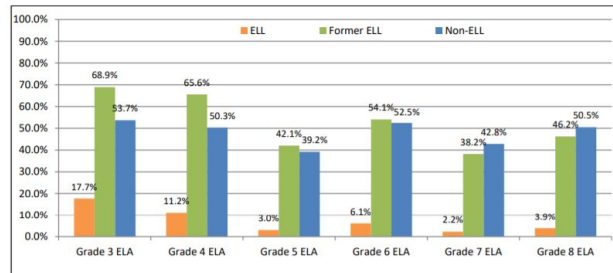


When test scores are low, is the problem...

The kid / their family?
The teacher?
The test?



Students Meeting Grade Level Performance on State ELA Assessment
2017-18 School Year



Source: IRS 2017-2018 SY



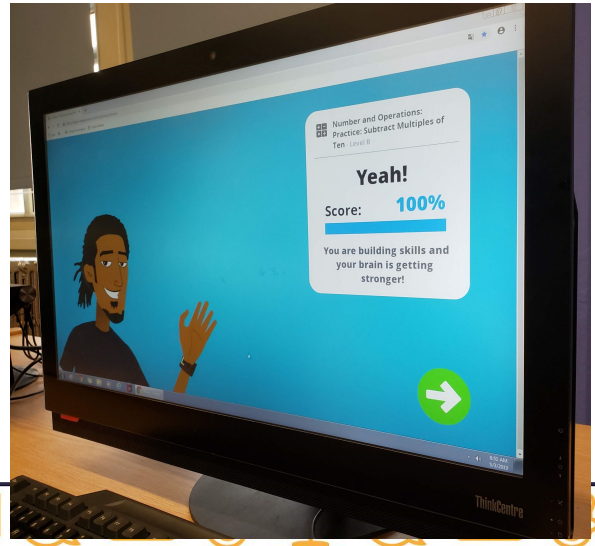
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There are some pitfalls we can fall into when thinking about assessments and multilingual learners. For these learners, assessment often gets equated with standardized testing, because they take A LOT of standardized tests and schools are on the hook for their growth on these tests. Often times, when students do poorly on tests, the blame gets cast on the student or their family (they didn't study or work hard enough, or the families don't care), or to the teacher (they didn't meet the student's needs or were not well-prepared). But rarely do we look closely at the tests themselves

But we should look at the tests! I don't have time, but could share lots and lots of research about the racial bias of standardized tests, their lack of validity for multilingual kids, the ways these tests fail to recognize what students know and can do, and the unfair ways these tests have been used to make policy. Likely nothing I'm saying is new to you.



Assessments bake in assumptions about what counts as language and learning



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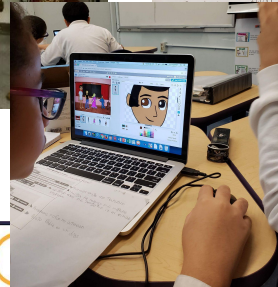
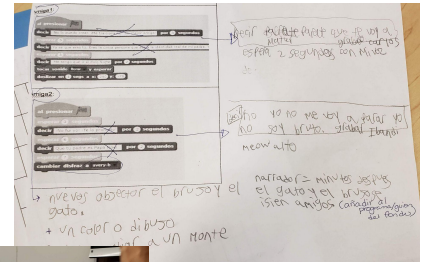
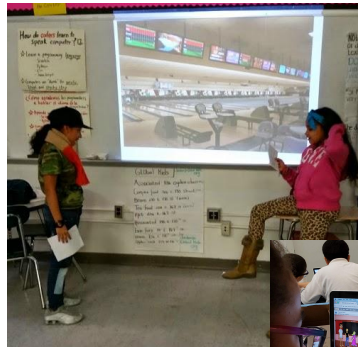
As we design assessments for this week, I encourage you to think about how assessments bake in assumptions about what counts as language and learning

- For example: The iReady personalized learning software was used in our partner schools with students two times per week.
- It is only available in English, students were asked to use it completely independently and quietly to mimic test circumstances.
- Students were discouraged from translanguaging to negotiate content, the system doesn't pick up their gestures, or their speech in other languages. Stories and scenarios were not personally relevant to students, despite the claims of "cultural responsiveness" of the company, and You either knew the answer, or you didn't.
- Of course, such a tool can be used productively as one tool among many for understanding and supporting students as readers and writers, and mathematicians, but students in the classroom I observed internalized that they read at kindergarten or second grade levels, internalized that they were strugglers. They shared that they hated this tool, even going so far as calling it racist for offering only one language, discriminating against kids who didn't know English. I observed them doing everything they could to resist this tool (translanguaging covertly, using the calculator app, and so on).
- The tool would deem these students "below grade level" and "struggling", but of course, they have so many amazing resources to offer, which other assessments CAN pick up on!

Telenovela Unit: Example of holistic assessment



- Multiple opportunities to show what you know
- Formative and summative
- Real audiences
- Explicit and modeled
- Collaborative & individual
- Multimodal (written, oral, drawing, Scratch)
- Multilingual - some asked students to use specific language, all encouraged translanguageing in process if not product



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So many assessments we used in the telenovela... Breeze through 14-17

Telenovela Project



	Goal	Assessment(s)
Product	<p>Remix the text, backdrop, and sounds of an existing telenovela Scratch dialogue (CS objective)</p> <p>Determine a new scenario from your life or imagination to turn into a Scratch telenovela (student goal)</p> <p>Write bilingual dialogue for telenovela characters. (ELA objective)</p> <p>Employ conventions of a “telenovela” genre in a dialogue and story. (ELA / Community objective)</p>	<ul style="list-style-type: none">• Scratch project checklist with CT rubric and ELA rubric• Scratch project “Instructions” w/ rubric• Scratch project planning sheet w/ checklist



Telenovela Project



	Goal	Assessment(s)
Process	<p>Compare and contrast the Scratch interface to a telenovela using any language (General language)</p> <p>Incorporate Scratch specific words in English and Spanish into a compare-contrast writing assignments (Specific language)</p> <p>Use any language to effectively collaborate with peers during pair programming (general language)</p> <p>Resolve conflicts that come up during pair programming. (collaboration / SEL)</p>	<ul style="list-style-type: none">• Compare/contrast essay activity • Observation and self-assessment



Telenovela Project



	Goal	Assessment(s)
Process	<p>Pronounce the English words for the components of the Scratch interface (specific language)</p> <p>Use full repertoire to make connections between real-world instructions and codes/scripts in Scratch</p> <p>Use the telenovela analogy to identify parts of the Scratch interface (translanguaging)</p>	<ul style="list-style-type: none">• Observation• Telenovela handout activity



Telenovela Project



	Goal	Assessment(s)
Sharing	<p>Describe what different Scratch codes in a script do (CS goals)</p> <p>Share bugs that came up during programming and how you resolved them (CS goals)</p> <p>Provide specific and constructive feedback about the story and code of a peer's Scratch project (CS and ELA goals)</p>	<ul style="list-style-type: none">• Comments in Scratch code, artifact-based interview• Design journal / Oral Demonstration / Presentation plus CT rubric• Peer feedback sheet





Student Facing Self-Assessment Checklist

Name:

Date:

	Checklist	Comments
Setting / Backdrop	<input type="checkbox"/> Location backdrop of your project matches the place where your Journey to School occurred <input type="checkbox"/> Includes details of my surroundings (to seem realistic)	
Character/ Sprite	<input type="checkbox"/> You included the main sprite (yourself)	
Structure	<input type="checkbox"/> Exposition: Game begins with main sprite leaving home to begin their journey to school <input type="checkbox"/> Climax: The sprite faces a challenge that affects the time it takes them to get to school <input type="checkbox"/> Resolution: The character resolves the challenge and makes it to school safely	
Dialogue	<input type="checkbox"/> I make sure that people who speak both Spanish and English understand my project	
Button Actions	<input type="checkbox"/> When you click on each button depicted in the code, the program runs smoothly	

Made available in English and Spanish

Used to:

- Help students self-monitor during workshops
- Help students give and take feedback on their projects





Presentation Scaffolds

Presentación del modelo / Presentation of our Models

The title of our computational model is:

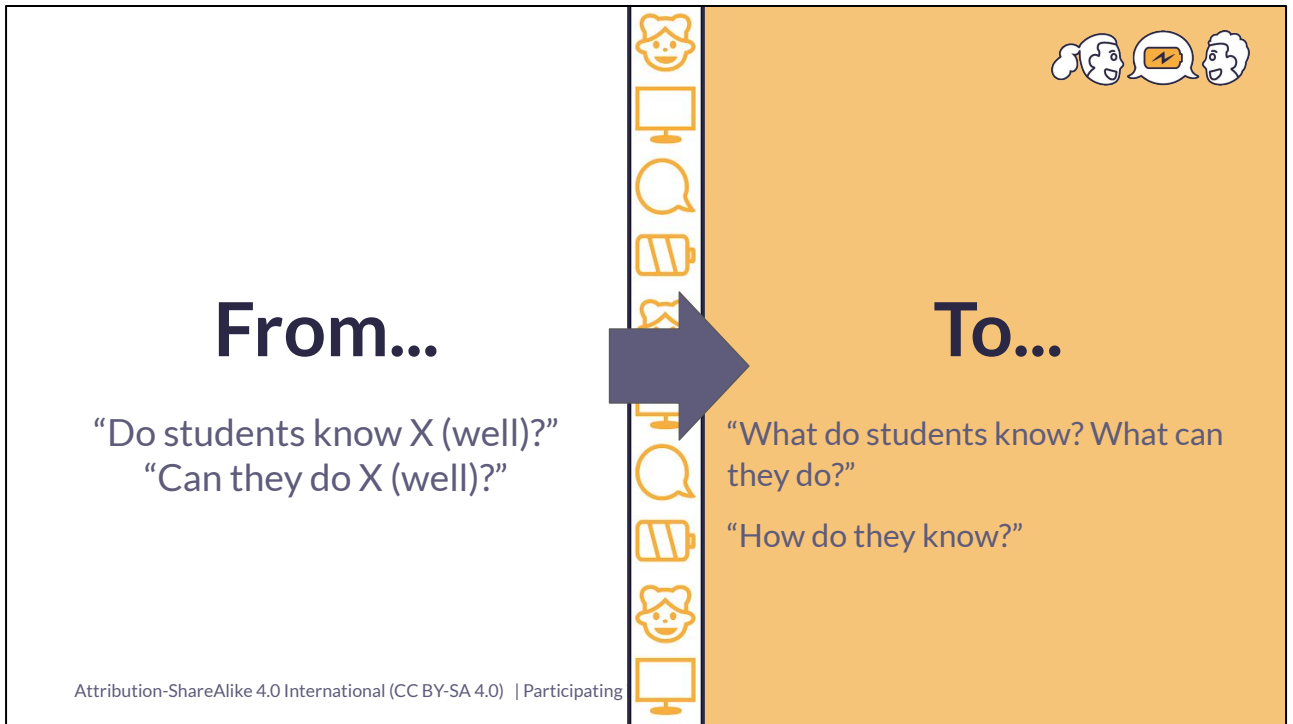
To make this model of the impacts of Hurricane Maria, we added 2 new Sprites:

The first sprite is _____. When _____

_____, the code of this Sprite

_____ should make the Sprite _____.





In a nutshell, we don't have to hold up the histories of oppressive assessment practices. Instead of asking questions like “do students know X” or “how well do students know X,” we can ask questions like “What do they know? How do they know?” and then build on that in our instruction.



Assessment and Translanguaging Resources

Take a moment to process:

- How are you taking in these comments around assessment?

Would anyone want to talk through assessment and unit design with a partner teacher of ours during Friday virtual coffee hour?





Activity 2 - PUMI as a way to plan assessments



This week's invitation ([Template 6](#))

Design your assessment(s) this week. We recommend actually making the project yourself so you understand the challenges and expectations for students.

Consider the following reflection questions as you design.

- **Purpose** - What is the purpose of this assessment?
- **Use** - How will the results of this assessment be used?
- **Method** - What method is most appropriate?
- **Instrument** - What instruments will be needed (test, prompts, realia, rubric, checklist etc.)?





Activity 3 - Team Breakouts



Potential Things to Discuss With Your Teams

- Which goals you most care about assessing in your project
- Ideas for assessments
- Building on and considering students' language backgrounds in your assessments
- Challenges of assessment and how to overcome them

