# **DLLP FACILITATOR GUIDE MODULE 6**

Formative Assessment of Language in Content Area Learning

**At a Glance**

**PLC Focus**

* This is the second of two modules in which the focus is formative assessment of language in content area lessons; it is the final module in the series of six
* Consider connections between the DLLP high-leverage language features and existing lesson plans
* Apply the DLLP to students’ written language
* Introduce ways to continue learning about the DLLP for formative assessment of language after completion of the Modules

**Materials needed**

* Copies of Module 1, Handout 1, Module 6, Handouts 1 and 2, and Activity Sheets 1 and 2
* Module 6 Audio slide presentation (you will need a projector and audio capability)
* Module 5, Handout 2, if you did not introduce it in Module 5

**Module Sequence**

| **Section** | **Purpose** | **Resources** |
| --- | --- | --- |
| **Review the focus** | Orient participants to the session’s content. | Focus is written above and in Facilitator Guidance below. Module 1, Handout 1, if necessary |
| **Connection (8 minutes)** | Share experiences of obtaining evidence and planning next instructional steps. | Module 5, Activity Sheet 2 |
| **New Content (8- 10 minutes)** | To deepen participants’ understanding of how the DLLP high-leverage features can be connected to existing content lesson; introduce ways to continue learning about the DLLP and practicing its implementation for formative assessment of language in content lessons after completion of the Modules. | Module 6, Audio PowerPoint presentation, Module 6, Handout 1 and Activity Sheet 2 |
| **Discussion (20-25 minutes)** | Continue to develop participants’ understanding of how the DLLP high-leverage features can be connected to existing content lesson plans for the purpose of formative assessment, and next instructional steps teachers might take based on evidence. | Module 6, Handout 1, Activity Sheet 2, Handout 1, 8 DLLP features from Module 2 |
| Next Steps and Closing  (6 minutes) | Introduction of how to continue learning about the DLLP after the conclusion of the Modules.  Reflection | Module 6, Handout 2 |

**Facilitator Guidance**

Welcome participants and remind them that this module is the last in the series of six (Refer to Handout 1, Module 1, if you need to (shown below).

../../../Mod1_Handout_v6.pdf

**Review the focus of the PLC.**

Let them know what the focus of this PLC will be.

**Facilitator:** *In this PLC we’re going to continue our focus from Module 5 on implementing the Dynamic Language Learning Progression for the purpose of formative assessment of language in content area lessons. We are going to:*

* *Make connections between the DLLP high-leverage language features and existing content lesson plans;*
* *Consider how the DLLP can be used for formative assessment of students’ written language;*
* *Consider ways to continue learning about the implementation of the DLLP during content lessons for the purpose of formative assessment.*

**Connection: Activity 1 (8 minutes)**

Each participant should have a copy of Handout 1, 8 DLLP features from Module 2 to refer to, if needed.

**Facilitator*:*** *At the end of the last Module, you were asked to implement the DLLP in one content area lesson for the purpose of formative assessment. We said you could start by focusing on two students, but if you felt confident that you could handle four students, then you could go ahead and do that. So let’s hear from each person about how it went. You had three questions to focus on: What evidence did I obtain? What was the student’s or students’ ‘best fit’ on the DLLP? What next instructional steps will I/did I take to advance language learning?*

In a round-robin, ask participants to share their experience of implementing the DLLP in one content lesson.

[As this was participants’ first experience of implementing the DLLP on their own to determine the next instructional steps, ask these questions during their round-robin: *“how easy was it for you to decide on the instructional next step? What teaching strategy did you implement? How effective did you think it was?”*]

**New Content: Audio Slide Presentation (8-10 minutes). Participants will need to refer to Module 6, Handout 1.**

Let participants know that they are now going to engage with new content through an audio PowerPoint presentation. Then use the prompt below.

**Facilitator***: In this presentation, we are going to continue focusing on how we can make connections between content area lessons and the DLLP high-leverage language features. We’ll also see how the DLLP can be applied to students’ written language. The final section of the presentation introduces ideas about how you can continue learning about the DLLP and its implementation after the completion of this final module.*

[Module 6 Audio PPT].

**Discussion: Participants will need to refer to Module 6, Activity Sheets 1 and 2 (20-25 minutes)**

Use the following prompt to begin your discussion.

**Facilitator:** *Now we are going to connect some of the DLLP language features to this math lesson content. This lesson segment is illustrative and you are not being asked to teach it.*

[Direct participants to Module 6, Activity Sheet 1]*.*

*You also have Handout 1 from Module 2 with the DLLP high-leverage features if you need that to help you. So, first, let’s take a moment to review the lesson content.*

[Give participants time to review the lesson content.]

**Facilitator*:*** *Let’s begin with Sophistication of Topic Vocabulary. What core vocabulary would you anticipate that students to need to develop and display their understanding of square root as the length of a side of a square*.

[Give participants the opportunity to brainstorm as a group what core vocabulary they would anticipate. If they need prompting, use the information for Activity Sheet 1 provided below (feel free to share these with participants at the end of the discussion time after they have come up with their own ideas). This feature is likely the easiest for participants and they should try at least two others, or more if time permits. Let them choose which other features they would like to focus on (spend about 10 minutes on this part of the discussion).

**Activity Sheet 1**

1. **Vocabulary: Sophistication of Topic Vocabulary**

* **Possible Core Vocabulary:** *length, side, top, bottom, area, connect(ed), join, dots, points, left, right, line, diagonal(ly), straight, horizontal, square root, perfect squares.* [core because they are predictable and likely used by many students in the class]

**[NOTE: Topic words used in the prompt (i.e., directions to find as many squares as possible) are not given credit on the DLLP:** *squares, grid*]

* **Possible Related Vocabulary:** *represent, solution, vertical, symbol, rational number, irrational number, equation, form [as in x*2 = *p], evaluate…*

**2. Sentence Structure: Sophistication of Sentence Structures**

* **Relative clauses:** used to narrow down which of the many squares is being referred such as *the square that is on the top right*
* **Descriptive noun phrases:** require use of adjectives (noun modifiers) to provide pertinent, details such as *the top left square or the second largest square…*
* **Question formulations:** use of yes/no question forms (e.g., *did you try to make a perfect square?*) and wh-question forms (e.g., *Why is this line diagonal?)*

1. **Discourse: Coherence/Cohesion**

* Coherence established by giving precise ordering/position of squares and cubes created on the grid using language which clearly states the location and length of the squares

Cohesion is established by referring to the different squares with clearly delineated substitutions (e.g., *this first example*). This is necessary to avoid confusion from the simple repetition of the noun “square” to refer to all the different squares identified. In addition, the avoidance of ambiguous pronouns such as “it” to refer to any of the squares within and across sentences will also add to cohesion

Next, move to Activity Sheet 2.

**Facilitator*:*** *Now we are going to practice thinking about next instructional steps for the student whose writing we saw in the presentation. You will need Activity Sheet 2 for this*. *I’m going to give you a moment to review the writing sample and the rationale for the ‘best fit’ for the high-leverage language features.*

[Give participants time to read Activity Sheet 2]

**Facilitator*:*** *Ok, so who would like to kick us off by proposing an instructional next step for the Sophistication of Topic Vocabulary Feature? Remember you have the handout with the eight DLLP high-leverage features to refer to.*

[Even though the ‘best fit’ for this feature is placed at *Controlled*, participants should still think about how the student’s vocabulary might be expanded. Once this has been discussed, move next to Sentence Structure and finally to Coherence/Cohesion. For each high-leverage language feature discussed, give participants the opportunity to build on each other’s ideas and propose alternate instructional strategies. Underscore for participants that the purpose of formative assessment is to use information from the evidence they have collected to make an instructional response intended to advance language and that there is no one single correct instructional strategy based on the ‘best fit.]

**Next Steps and Closing (8 minutes) Participants will need Module 6, Handout 2.**

**Facilitator:** *We’ve reached the last part of the last module, so now we are going to think about how you might continue on the journey you began in Module1. The idea of a community of practice for continuing the work was introduced in today’s presentation. Handout 2 describes a community of practice and provides three agendas that can be used in these communities to continue learning about the DLLP. There won’t be time in this meeting to spend time reviewing the proposed agendas – they are very detailed and comprehensive and represent a concrete plan of action for moving forward. We’ll need to schedule a separate time to think about the agendas and which one you want to begin with to continue your implementation of the DLLP. So, for now, review the introduction and guidelines about communities of practice on the first page of Handout 2.*

[Give participants time to review the text. Then point out to them that, in a sense, they are continuing the same kind of model that they have engaged with throughout the Modules, but without the activities and content provided. The content and activity will be generated by participants with the goal of deepening their knowledge of the DLLP and developing skills in implementation. Acknowledge the time commitment of 60 minutes once per month, and tell them that research suggests this is a good amount of time for developing skills in formative assessment implementation.

Let participants know that you will be scheduling an additional meeting to plan how they are going to get started in a COP: which agenda they wish to follow first, what will be needed to follow the agenda successfully, who will meet, when, where, who will facilitate the first meeting? Participants should leave knowing when this meeting will be.]

If you did not provide participants with Module 5, Handout 2 for student self-assessment during Module 5, give participants copies now.

**Reflection**

In the last minute or so of this session, ask participants to reflect on where they are with their implementation of the DLLP and what they are excited about going forward. Then ask each person in a round-robin to share one word that describes his or her feeling.

This concludes Module 6.