



What Makes for Quality Education for English Learners in the 21st Century?

What Needs To Be Included and What Actions Can We Take:
Lessons Learned from the Past and New ideas for Today

Open Space Report: Chicago

As a convener, we would like you to put together a short report from your group describing the following:

1. Names of group members

Erin Centanni, Mary Joe Bheda, Ann Millette, Diane Zendejas, Delia Rodriguez, Norm Kane, Nancy Clemons, Ricardo Sanchez, Rosa Ascharya

2. Issue/Topic/Activity

Improving Content Assessments for ELL's, implications for policy and classroom practice

3. Highlights of Discussion/Recommendations/Next Action Steps

- Content area assessments in Illinois
- Are the current assessments appropriate for EL's? (not at this time)
- English proficiency assessments are in place and we are progressing in this area – even though it is not perfect
- We must create appropriate assessments! For our EL's and can't continue to accept that our EL's should take an assessment designed for native English speakers
- Change regulations on EL's content assessment.
- There are proposals being submitted thru the reauthorization of ESEA for fair testing - tesing based on growth.
- Student growth from year to year – not reaching a certain growth percentage
- LEPS are “dinged” twice – 1 AYP and 1 AMAO

Available Resources

4. Follow-up requests

5. Next steps/Action Items/Recommendations

- Work with other states - what's working for their ELL assessments?
- Meet together and support each other
- What are some options to make ELL assessment more fair and equitable?
 - i. Portfolios – or set benchmarks for EL progress
 - ii. Comparing individual student growth from year to year
 - iii. Wait until student reaches proficiency to take content area assessments
 - iv. Native language content area assessments
- Carefully craft new content area assessments for EL's aligned to common core standards and pilot the tests with a wide range of culturally and linguistically diverse students across the USA/Illinois.