LANGUAGE OBJECTIVES
AND
FORMATIVE ASSESSMENTS:
Keys for Developing CALP

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Characteristics of CALP

Cognitive Demand of Content & Complexity of Language

Perspectives on Lesson Planning

Traditional Mindset

Content Learning & Language Development

Application of CALP

Oral & Aural Practice

Multi-Ability Formative Assessment
MEETING OF THE MINDS

Traditional Teacher Planning
- Objective/Essential Question
- Lesson
- Materials
- Procedures
- Practice/Assignment

Expected Student Behaviors
- Use Language Functions
- Read and Write
- Learn Content
- Minimal Talking
- Obey
Cognitive Academic Language

...specialized language, both oral and written, of academic settings that facilitates communication and thinking about disciplinary content [Nagy and Townsend (2012); p. 92].

- Higher proportion of longer, abstract words;
- High frequency of prepositional phrases;
- Words and phrases that connect ideas within sentences; and,
- Variations in the terms used to refer to the same person/idea.
FORMATIVE ASSESSMENTS
Conceptual Rigor & Linguistic Scaffolds

James Cummins (University of Toronto)

Continuum of Cognitive Demand and Contextual Support in Communicative Activities
Characteristics of Academic Language

**Vocabulary**
- Prefixes & Suffixes
- Cognates
- Polysemous Words
- Tier 1, 2 and 3
- Idioms & Idiomatic Expressions
- Synonyms & Antonyms
- Multisyllabic Words

**Grammatical Structures**
- Complex Sentences
- Nominalization
- Long Noun Phrases
- Passive Voice
- Prepositional Phrases
- Modals

**Language Functions**
- Describe/Inform
- Explain
- Compare/Contrast
- Classify
- Order/Sequence
- Cause & Effect
- Inference
- Predict
# Content & Language Objectives

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>WORK PRODUCT (Language)</th>
<th>MODALITY (Language)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Branches of US government</td>
<td>Reading selection/1 min. speech</td>
<td>Verbal/Oral express (create)</td>
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<tr>
<td>Polynomials (English)</td>
<td>Explain equations, popsicle stick</td>
<td>Propose orally steps with props</td>
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<td>Geometry Proofs</td>
<td>Table format: Prove/Disprove</td>
<td>Write Chinese</td>
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<tr>
<td>Mitosis (Review)</td>
<td>English Summarize (3-4)</td>
<td>Write with word bank</td>
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<tr>
<td>Presidential debate (2 issues)</td>
<td>Critique in Spanish</td>
<td>Write/Criticize or Support</td>
</tr>
<tr>
<td>Presidential debate (3 issues)</td>
<td>Critique in English</td>
<td>Oral/Compare &amp; Contrast</td>
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<tr>
<td>Pythagorean Theorem</td>
<td>Read/Interpret Word Problems</td>
<td>Evaluate and Justify in English</td>
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<tr>
<td>Moles (Chemistry)</td>
<td>Create poster in English</td>
<td>Sequence of steps, counting moles</td>
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<tr>
<td>Global History – Italy</td>
<td>Essay of unification (LOC)</td>
<td>Prioritize 4 most important events</td>
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FORMATIVE ASSESSMENT CONSIDERATIONS

Students’ Individual Abilities
  o New/Home language proficiency, cognition, social aspect

Topic Familiarity
  o Introduction, pretest, review, post test, grammatical features of text

Students’ Linguistic Practice with Topic/Theme
  o Listening, Speaking, Reading, Writing

Assessment Focus
  o Comprehension, use of signal words, grammar, language function

Accountability
  o Task completion flexibility, appropriateness of linguistic scaffolds, classroom culture
CONCLUDING STATEMENTS

- CLDEs requires a great deal of explicit language instruction. *Language functions* must be taught purposely and characterized by active and guided practice in practicing these cognitively demanding aspects of writing.

- Practitioners are encouraged to create (formative) assessments which are characterized by multiple points of access for students to demonstrate their learning of curricula content and the extent to which they have internalized the rules and schema of the English language.

- CLDEs benefit from opportunities for *output* as an instructional practice that supports the challenging task of authentic interaction. *Interaction* requires two or more students working together to co-construct meaning.