

# **NJTESOL // NJBE 2019 SPRING CONFERENCE**

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## **LANGUAGE OBJECTIVES AND FORMATIVE ASSESSMENTS: Keys for Developing CALP**

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# BIG IDEAS

## COGNITIVE ACADEMIC LANGUAGE PROFICIENCY

Characteristics of  
CALP

Cognitive Demand of  
Content  
&  
Complexity of  
Language

### PERSPECTIVES ON LESSON PLANNING

Traditional Mindset

Content Learning  
&  
Language Development

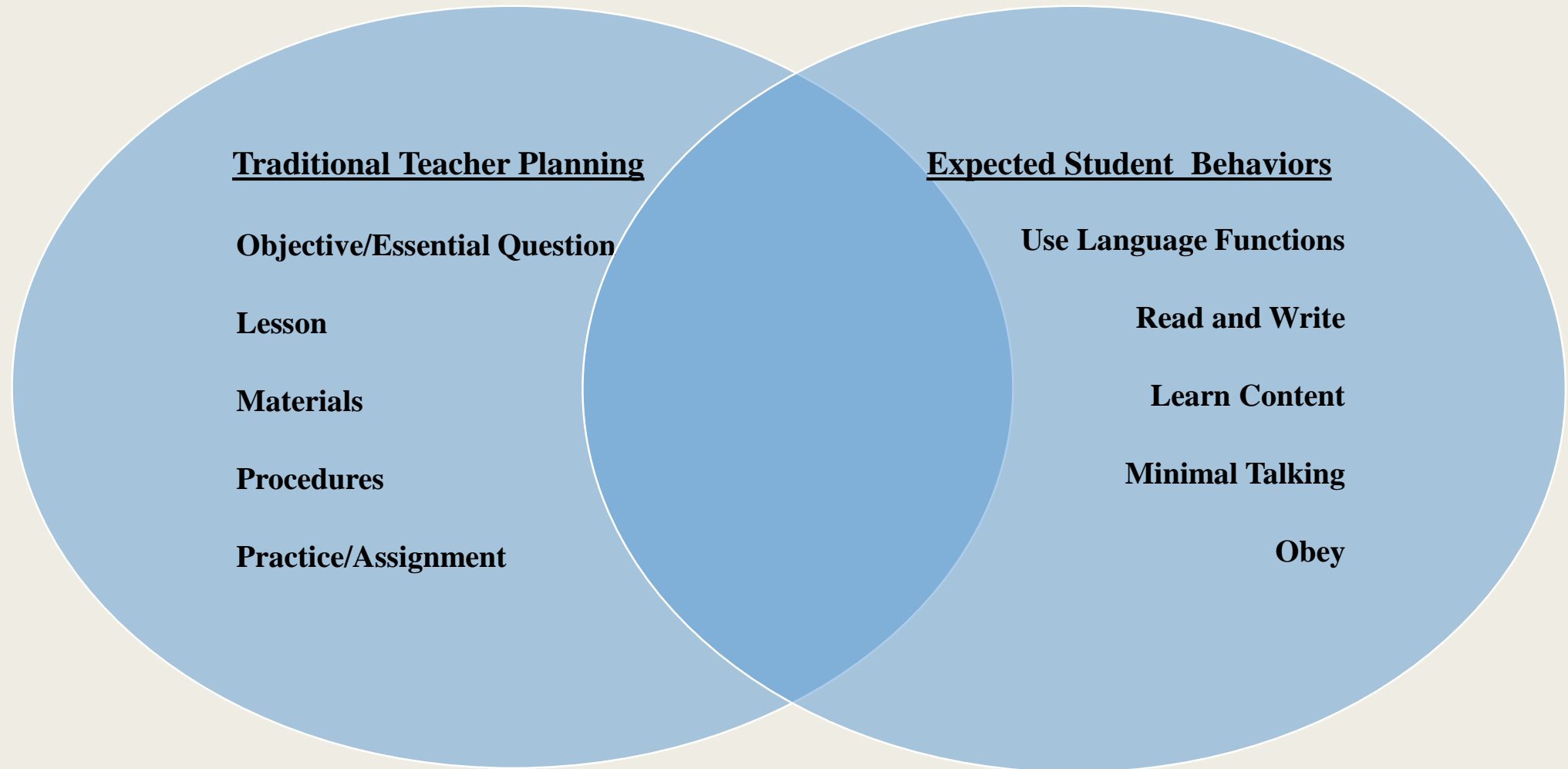
### Application of CALP

Oral & Aural  
Practice

Multi-Ability  
Formative Assessment

# MEETING OF THE MINDS

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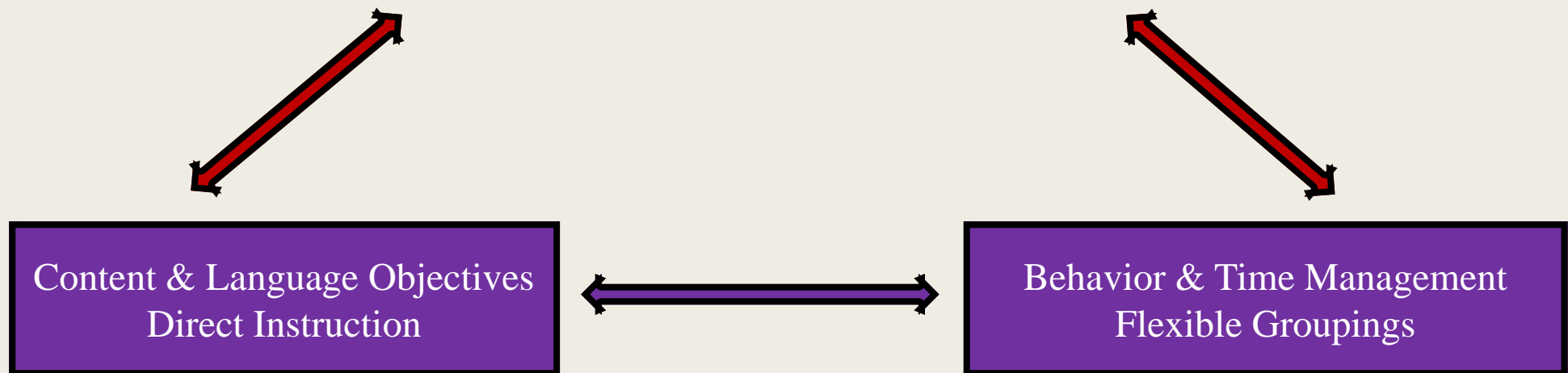
# COGNITIVE ACADEMIC LANGUAGE

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*...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.

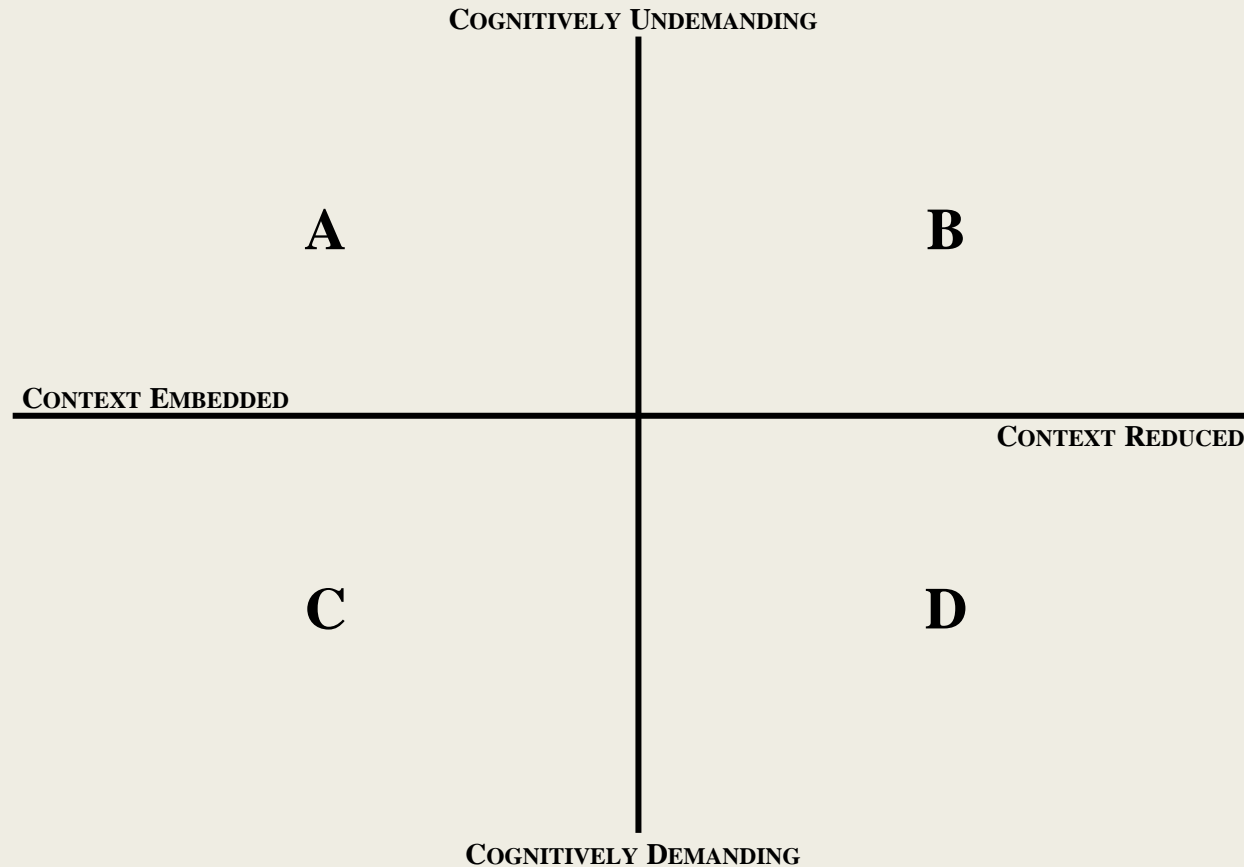
# FORMATIVE ASSESSMENTS



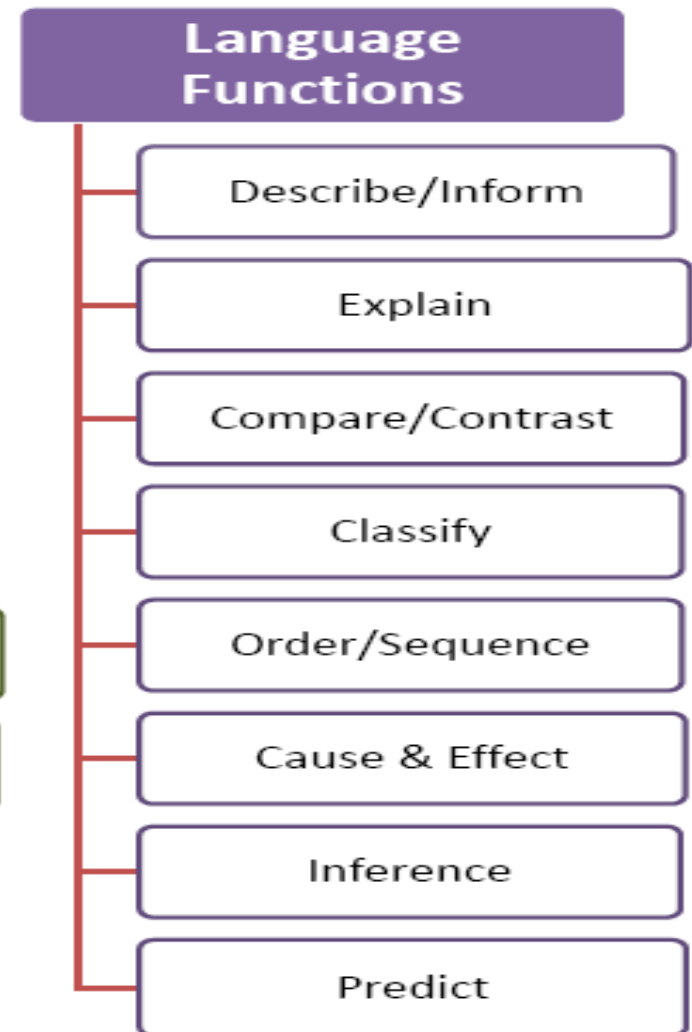
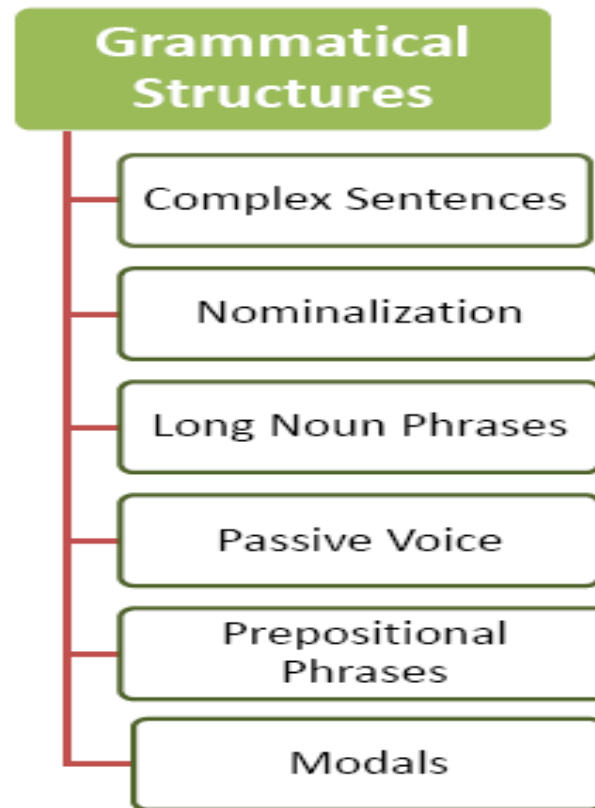
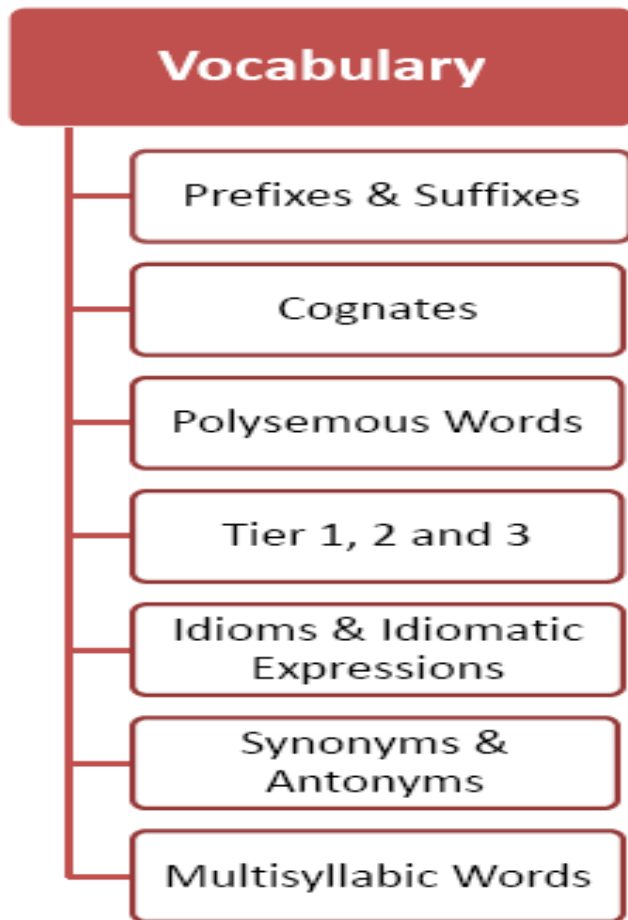
# CONCEPTUAL RIGOR & LINGUISTIC SCAFFOLDS

**James Cummins** (University of Toronto)

*Continuum of Cognitive Demand and Contextual Support in Communicative Activities*



# CHARACTERISTICS OF ACADEMIC LANGUAGE



# CONTENT & LANGUAGE OBJECTIVES

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



# FORMATIVE ASSESSMENT CONSIDERATIONS

Students' Individual Abilities

- **New/Home language proficiency, cognition, social aspect**

Topic Familiarity

- **Introduction, pretest, review, post test, grammatical features of text**

Students' Linguistic Practice with Topic/Theme

- **Listening, Speaking, Reading, Writing**

Assessment Focus

- **Comprehension, use of signal words, grammar, language function**

Accountability

- **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.