

# LA 3.6 Content and Language Objectives



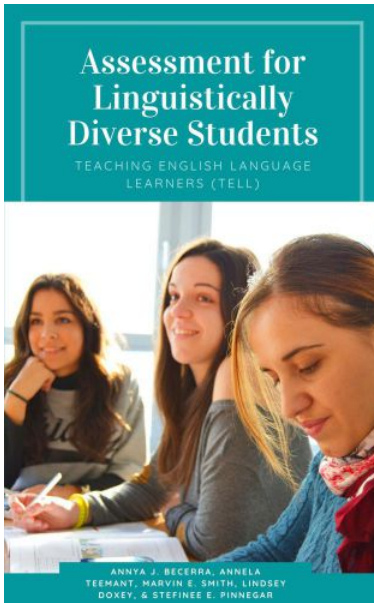
Learning Outcome	Pedagogical Intent	Student Position
<p>Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction                      Assessment: 25 pts.                      TA: 25 Minutes</p>	<p>Teachers can use the principles of backward design as they develop units and lessons, anchored by content and language objectives leading to quality assessment.</p>	<p>Students are learning about assessment practices and now will consider content and language objectives as the focus of well-planned lessons.</p>

## Instructions

1. Meet with your final project group.
2. Use HW 2.3 lesson plan along with the [Content and Language Objective Template](#) to complete the following tasks:
  - Identify your goal for the lesson. List ideas about what students can do to demonstrate they have learned the content and how they will use reading, writing, speaking, or listening to enact that demonstration.
  - Review the Can-Do descriptors for the ELs you are

considering as part of your lesson plan. (You might use these to guide your development of your language objectives).

- Create a content and language objective for your lesson following the structure you learned in AVG 3.3.
  - Identify the strategies or materials you will use to support students in developing an understanding of the big questions you are pursuing in the lesson.
  - Include vocabulary, word, or phrases needed to meet the objective. Consider how you will support academic students in understanding the academic or unique language required.
  - Consider strategies you will use to make the materials accessible to your ELs.
  - Identify any supports students will need to demonstrate their knowledge.
3. You can use the [Language Objective Resource](#) as an additional resource to help you complete this template.
  4. Turn this assignment in at the end of the session, and be sure all of your names are on it. (You may want to keep a copy for your group as well).



Becerra, A., Teemant, A., Smith, M. E., Doxey, L., & Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from [https://edtechbooks.org/diverse\\_assessment](https://edtechbooks.org/diverse_assessment)