

# LA 7.4 Center 3--Sharing Strategies for Record Keeping

## Building Skill in Tracking Student Learning

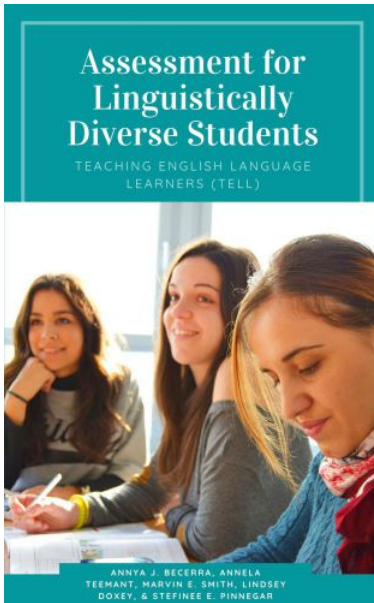


| Learning Outcome   | Pedagogical Intent  | Student Position   |
|--|---|--|
| <p>Articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.<br/>Assessment: pts.<br/>TA: 20 Minutes</p> | <p>Teachers can articulate issues of assessment as they affect learners' development of English language skills, their access to the Utah core curriculum, and their placement in appropriate programs.</p> | <p>Students have studied about assessment for diverse students and are preparing their final project as a demonstration of growth. They will meet in a center group to discuss changes they plan to make in record-keeping in their practice with diverse learners to better track student progress.</p> |

## Instructions

1. With the materials created in HW 6.4 from the interview of a colleague, discuss with group members what you learned about ways that fellow teachers keep records for giving feedback to students and parents, grading, and grouping students for better learning.
2. Discuss what each of you want to put in place as assessments to

gain more knowledge about student progress in your own practice that would benefit both you, as the teacher, and the students.



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)