

## Artifact Reflection

### ELL Adapted Test

April 1, 2014

#### Artifact description:

This artifact is an alternative test for sophomore U.S. History students created in cooperation with the ELL Coordinator, my cooperating teacher, and myself for ELL students and students with underdeveloped reading skills. I did the majority of the work while looking to my cooperating teacher and ELL coordinator for guidance.

#### Wisconsin Teaching Licensure Standard Alignment:

##### Standard 3-Diverse Learners

*The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

The lesson plan best aligns with standard three because this alternative assessment shows my ability to provide opportunities that are adapted to diverse learners to achieve on the same level as their peers in a class that has a high skill vocabulary requirement. The test moves away from multiple choice, offers more free-response questioning, and provides synonyms for context-specific vocabulary. This provides ELL students the most opportunity to show what they have learned while not compromising the standards and objects set at the beginning of the unit.

#### UW-Platteville Knowledge, Skill, Disposition Alignment:

##### KSD1.b. Demonstrates Knowledge of Students

*The candidate displays knowledge of the typical developmental characteristics, learning styles, skills, interests, developmental backgrounds, and cultural heritages of students and is always aware of the broad ranges and variety present for each of these student characteristics and lifestyles.*

This artifact best aligns with KSD1.b because this alternative assessment was developed for specific student skill levels, developmental backgrounds, and developmental characteristics. This assessment was designed to best accommodate the broad ranges and varieties of skills present for each student.

**KSD Secondary Alignments:**

KSD2.a. Creates an Environment of Respect and Rapport

KSD1.f. Assesses Student Learning

**Personal Reflection:****What I learned about teaching/learning:**

I learned that a “one size fits all” policy for assessment won’t work for the diverse student body that characterizes most school districts. Conversely, developing alternative assessments for specific needs is difficult and time consuming. I struggle to see how any first year teacher would have the time to provide such a high-level alternative to the primary assessment; however, there is no question that this level of work on my part allows students a better opportunity to prove their skills and knowledge. In an increasingly data-driven atmosphere, I am conflicted on how much time I should focus on this aspect, purely due to the fact that the data gathering tests will not provide these same accommodations for diverse learners or in the same manner.

**What I learned about myself as a prospective educator:**

The experiences from developing and administrating this ELL alternative assessment have taught me that I’m capable of making the correct accommodations for students of need. I certainly needed the direction and assistance of my cooperating teacher and the ELL Coordinator, but I am now fully confident in my ability to complete these accommodations on my own with only the occasional input from other professionals. I feel very comfortable moving forward with this as a base to work from in future situations to provide students with engaging and challenging accommodations.