

Scaffolding Real Learning and Meeting Standards: Presentation of an Assessment Model Linked to Instruction that Supports Second Language Learners Learning to Read and Write in English and Informed by Classroom Observations of Promising Practices.

Speakers: Alice M. L. Quioco, Maria Luiza Dantas and Lorie Santamaria, California State University, San Marcos, San Marcos.

Assessment practices and classroom observations ending indicate that English Language Learners are not receiving instruction that is differentiated. Instead, English Language Learners are expected to produce the same kinds of products English Only students produce. The process of differentiation in both planning and instruction are absent. Data gathered in this study is based on the following:

- An analysis of teachers' processes of decision-making and identification of appropriate levels of scaffolds as well as assessment practices.
- Common threads and assessment as well as instructional implications for classroom teachers.

The result of the observation process and analysis of assessment procedures indicate that differentiated instruction based on assessment data is imperative. Teachers need to receive structured guidance and coaching in a model of differentiated instruction that focuses on high expectations and increased achievement that is supported by several levels of scaffolding, or temporary supports, that create comprehensible input and helps students meet standards. Quality of instruction that has positive achievement effects for ELLs is dependent upon informed and careful planning as well as instruction that is flexible, utilizing students' affective, linguistic, cultural and cognitive needs. Implications for a staff development model will also be presented.