

EL Connections Webinar



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Connections Before Content



In the chat...

1. Movie Marathon

OR

2. Cozy Reading Day

Agenda



Connections Before Content

Strategy Spotlight

PD Opportunities

Resources & Reminders

Challenge. Chat. Champion. *(Breakout Rooms)*



Strategy Spotlight

Strategy Running List

- An [ongoing list of strategies](#) highlighted during our monthly webinars to refer to as you need!
- Disclaimer: The strategies and resources shared each month during this webinar are for professional learning purposes only and are not mandated, required, or officially endorsed.



Focused Assessment Principles for MLs

“The aim of this Playbook is to provide assessment players, from students to administrators, with a shared language and understanding around assessment-related themes and topics that can be readily applied to classroom, school, district, and community ecologies. In converting *Focused Assessment Principles* into practices, we invite you to envision their usefulness in your own contexts and discuss their implications for and with multilingual learners,” (Gottlieb, 2026, p. 8).

Reference

Gottlieb, M. (2026). *The Definitive Assessment Playbook: Tips and Tools for Educators of Multilingual Learners*. The Center on English Language Proficiency at Loyola Marymount University. [10.64650/celp.resource.001](https://www.ksde.gov/10.64650/celp.resource.001)



Major Players in Assessment



(Gottlieb, 2026, p. 13)



Viewing Assessment as Relationship Building



(Gottlieb, 2026, p. 49)



Testing vs. Assessment

Testing Is Often:	Assessment Is Generally:
Narrow in scope, covering a set of skills	Broad in scope, covering multiple concepts and dimensions
High stakes, serving as a gatekeeper (e.g., for program eligibility)	Low stakes, with little or no consequences for students, teachers, or families
External to instruction	Embedded in instruction
Expressed as a numerical score, percentage, letter, or grade	Expressed as feedback based on descriptors or criteria and learning targets
A measure of cumulative learning	Documentation of growth in learning
A set of standardized items (e.g., multiple choice)	Authentic activities and tasks
Has one correct answer	Has multiple pathways for showing evidence
A recap of learned knowledge and skills	Thought-provoking, involving complex problem solving and creativity
Tied to accountability	Tied to teaching and learning

(Gottlieb, 2026, p. 50)



Assessment OF Learning

What are Different Forms of Assessment OF Learning?

Standardized tests—commercially available measures given under standard conditions that yield psychometrically derived scores for groups of students.

Interim tests—measures of student growth, often serving to predict future performance against an annual standardized test.

Benchmark tests—measures that determine whether students have mastered specific content at a given point in time.

Common assessment—products or measures developed by teams of teachers, **where** all student projects are interpreted using identical descriptors to establish consistency in results across classrooms.

Classroom assessment—the collection, analysis, and use of information during instruction to help inform teaching and learning.

(Gottlieb, 2026, p. 52)



Assessment **FOR** Learning

“Unlike classroom assessment *OF* learning which occurs at the end of the instructional cycle, assessment *FOR* learning involves a teacher and student exchange *while* the learning is taking place. In other words, by supporting and advancing learning in the moment, assessment is used to motivate students and to simultaneously encourage teachers to adjust instruction,” (Gottlieb, 2026, p. 55).



Assessment **AS** Learning

“Here is where students engage in content-area conversations, give each other written feedback on familiar criteria, and self-reflect, acting as their own assessors and, ultimately, owners of their assessment information,” (Gottlieb, 2026, p. 56).



Assessment **THROUGH** Learning

“A holistic collaborative approach encompassing a student’s total communicative resources within a community of learners – one that values translanguaging and reflects the interconnectedness of community,” (Gottlieb, 2026, p. 56).





PD Opportunities



SAVE THE DATE!

**Monday,
November 9, 2026**

 903 S Edgemoor Street
Wichita, Kansas 67218

Featured Speaker Dr. Carol Salva

The 4th Annual ESOL Innovations Conference:

- **Impactful for ML leadership within your district**
- **Free to attend**
- **Lunch provided**
- **Covers relevant topics such as:**
 - **Special Education**
 - **Literacy**
 - **SLIFE**



Registration link and additional information available in the [TASN meeting materials](#).





Resources & Reminders

Mark Your Calendars!



EL Connections Webinar

- Important Updates
- Set agenda
- Collaboration welcomed!
- 2nd Thursday of the month
- 2:00 pm CST
- Registration will be available @ www.ksdetasn.org.

Office Hours

- As needed
- No set agenda
- Additional opportunity to ask questions and collaborate
- No registration required
- Not mandatory or recorded
- Focused on supporting those new in their roles

SY 26-27 EL Connections Webinar Schedule

Month	Date	Time
November 2026	Thursday, November 12 th	2:00 p.m.
December 2026	<i>Winter Break</i>	
January 2027	Thursday, January 7 th	2:00 p.m.
February 2027	Thursday, February 11 th	2:00 p.m.
March 2027	<i>Spring Break</i>	
April 2027	Thursday, April 8 th	2:00 p.m.
May 2027	Thursday, May 13 th	2:00 p.m.
June 2027	<i>Summer Break</i>	

[Register Here](#)



Important Links



KSDE Website

English Learners

ESOL Proficiency Standards

Forms & Templates

Title III

Kansas Assessment Program (KAP)

2026-2027 Kansas Assessment Program Overview

2026-2027 KELPA Screener Manual

KS WIDA State Page

WIDA Alternate Screener

Additional Resources



[USDE](#): English Language Acquisition State Grants; Title III, Part A

English Learners [Dear Colleague Letter](#) (2015) – *Rescinded*

[Title III Non-Regulatory Guidance](#) (September 2016; Revised January 2019)

National Clearinghouse for English Language Acquisition ([NCELA](#))

Newcomer, English learner, and Family Toolkits

Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs ([DOJ/OCR – Undated](#)) – *Rescinded*

Plyler v. Doe [457 W.S. 202(1982)] (Reference)

<https://www.idra.org/resource-center/immigrant-students-rights-to-attend-public-schools-2/>

Brag Board

Let's start the year off by
celebrating our professional
wins...big or small!





Breakout Rooms

Challenge. Chat. Champion.

A structured peer-learning conversation for ML leaders in similar systems.

Purpose: Connect with colleagues from similarly sized ML systems to share challenges, learn from one another, and identify practical strategies to support multilingual learners.





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