

FLARE Professional Development

Professional development is integral to FLARE's success. FLARE is building local capacity with its three partner school districts and annual professional development institutes.

2009 FLARE Summer Institute

This two-day institute examines middle and high school literacy in the English as a Second Language and bilingual education contexts, assessment literacy, and using formative assessments in second language classrooms.

2010 FLARE Summer Institute

The 2010 summer institute serves as a guide on how to use the FLARE language learning targets and assessments and investigates the signs of language literacy progress.

2011 FLARE Summer Institute

The 2011 summer institute explores the use of the FLARE assessment tools and reporting forms to diagnose students' strengths and needs on setting language learning goals.

FLARE District Members

- Charlotte-Mecklenburg, NC
- Chicago, IL
- Garden Grove, CA

FLARE™

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Formative Language Assessment Records for English Language Learners



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FLARE Mission

“Developing scaffolded language learning targets and connecting them to formative assessments is the hallmark of the FLARE assessment model.”



FLARE is funded by a three year grant (2009-2011) by the Carnegie Corpora-

tion of New York. The FLARE project encompasses the following four key goals and objectives:

- To pioneer a formative assessment model for English Language Learners (ELLs) in the middle and high school grades using best practices.
- To develop valid and reliable formative measures of students' progress in academic English language proficiency and to support and expand English as a second language and bilingual teachers' capacity to evaluate their students.
- To improve the learning and achievement of ELL students and to provide teachers with practical tools for keeping ELLs on track for academic success and post secondary opportunities.
- To provide the necessary materials and training to support the effective implementation of formative assessments in ELL classrooms.

FLARE Formative Assessment Model



Assessment frameworks are at the center of this model. These frameworks are developed referencing nationally recognized standards which include:

- WIDA's Consortium's middle and high school academic language proficiency standards
- ACT College Readiness Standards
- NAEP's Frameworks
- Center for Educational Policy Research's Standards for Success
- Achieve's American Diploma Program (ADP) Benchmarks

The assessment frameworks are used to create language learning targets and FLARE assessments. In this model, teachers identify the language learning targets for each level of English language appropriate for students at specific levels of proficiency. Instruction occurs relative to those targets, and students are assessed on their progress toward meeting goals with three types of measures: (a) benchmark tests, (b) classroom-based, teacher selected assessment templates called the assessment toolbox, and (c) student self-assessments.

Formative Assessment Best Practices

Based on the existing research, best practices in the development and use of formative assessments should:

1. Be of sound technical quality;
2. Be an ongoing, classroom-based process that is embedded in instruction;
3. Focus students on learning goals;
4. Provide examples of good work;
5. Identify students' current skills and abilities;
6. Highlight gaps in student learning and provide directions for addressing those gaps;
7. Seamlessly integrate with external standards and summative assessments;
8. Be dynamic enough to accommodate classroom realities, yet uniform in data collection, interpretation, and reporting; and
9. Incorporate a rigorous professional development program for teachers.

FLARE Development Team

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