



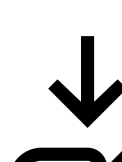


Enhancing Educational Opportunities for Immigrant Students: A Study on Performance-Based Assessment and Language Acquisition

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Introduction

The need for this research is underscored by the pressing concerns related to the educational disparities experienced by immigrant students, especially those in marginalized groups. Several key factors contribute to the importance of this study:

- 
Marginalized Groups: Immigrant students, particularly those from minority backgrounds, low SES families, and ELL students, face compounded challenges due to their intersectional identities.
- 
Educational Disparities: Existing disparities in educational outcomes highlight the urgency of addressing the systemic issues that hinder immigrant students' success. These disparities persist in terms of standardized test scores, graduation rates, and access to advanced coursework.
- 
Diverse Needs: Immigrant students have unique educational needs, including language acquisition, cultural adjustment, and navigating unfamiliar educational systems. Understanding and addressing these needs are crucial for their academic and personal development.
- 
Higher Education Access: Bridging the gap between K-12 education and higher education for immigrant students is essential to ensure they have equitable access to post-secondary opportunities, which can significantly impact their future prospects and socioeconomic mobility.
- 
Social and Economic Implications: Addressing the challenges faced by immigrant students has broader societal and economic implications.

Research Question:

How do Performance-Based Assessment Tasks (PBATs) specifically contribute to the successful transition of immigrant students into schools?

Goals

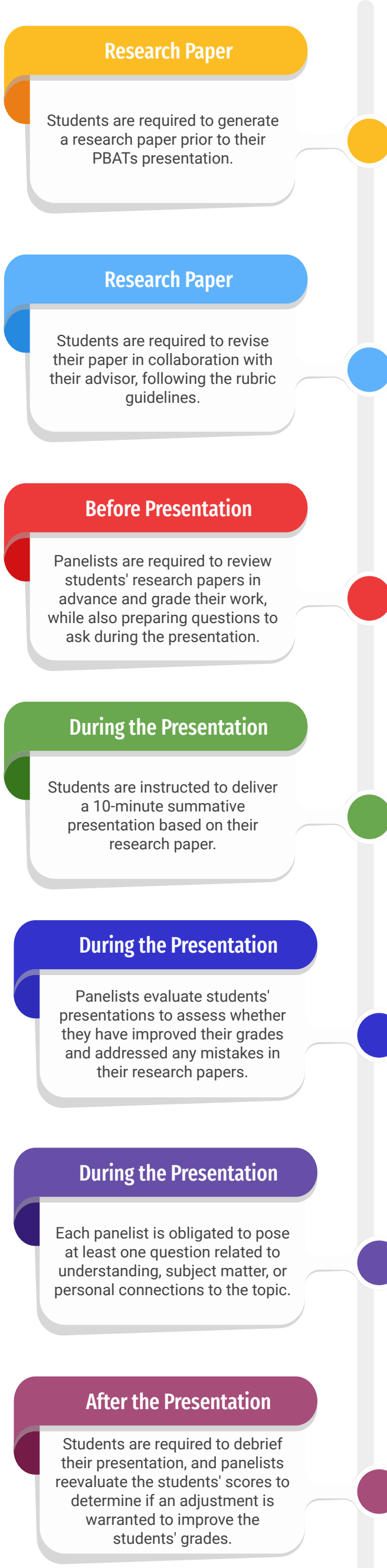
- Examining the use of **Performance-Based Assessment (Pbats)** in a immigrant high school in New York City, this study aims to explore how Pbats support the acquisition of language skills necessary for academic success among English Language Learners (ELL) and undocumented immigrant students. By highlighting the diverse experiences and educational journeys of these students, the research reveals the potential of Pbats to provide **more positive, inclusive, and humanizing experiences throughout the transition to college**. Additionally, this research addresses the resource and policy implications associated with the college transition for ELL and undocumented immigrant students, especially in the changing political context surrounding immigration policies in the United States.

Methods

In this study, I employed an **ethnographic** approach to investigate the experiences of immigrant students in New York City high schools. Over a six-week period, I conducted **immersive observations** at an international high school, spending four days a week on-site. These observations involved participant observations, during which I meticulously documented the entire process of the PBATs (Performance-Based Assessment Tasks), captured timelines, recorded conversations between students and teachers, and observed body language. Detailed field notes were compiled to provide a comprehensive understanding of the students' experiences.



Results & Discussion



Results for Research Paper:

The research paper serves as a robust indicator of students' mastery in both Mathematics and English, showcasing their preparedness for college-level coursework. **Unlike timed examinations, students enjoy a less pressured environment, granting them ample time for contemplation and deepening their language and subject comprehension.** This flexibility fosters a more profound understanding of the material.

In English PBATs, students engage in a detailed analysis of literary works, identifying and comprehending various literary devices employed. This process enables them to construct well-structured interpretations of these literary devices, further enhancing their literary skills. Additionally, the continuous support provided by teachers during paper revisions strengthens teacher-student relationships, contributing to a more inclusive and friendly learning atmosphere. These mentorship dynamics extend beyond the classroom, creating valuable external relationships for students.

Results for PBATs Presentation:

PBATs presentations offer students **an opportunity to enhance their grades by responding to questions that assess their depth of knowledge.** These presentations encourage students to reflect on their learning experiences beyond writing, allowing them to demonstrate their understanding through verbal communication.

This multifaceted approach nurtures skills in writing, speaking, and addressing complex questions, all essential skills for their higher education preparedness. Teachers actively support students in locating and dissecting pages with literary devices, challenging them to identify and provide examples.

This process not only solidifies their understanding of literary techniques but also reinforces their analytical abilities. Moreover, the presentation component helps in the development and strengthening of public speaking skills, further preparing students for success in higher education and beyond.

Conclusions

- Academic Mastery:**
 - PBATs enable students to demonstrate a deep understanding of academic subjects, serving as a clear indicator of readiness for college-level coursework.
 - Students develop advanced writing skills, oral communication proficiency through presentations, and the ability to tackle complex, in-depth questions related to their learning experiences.
 - PBATs provide a platform for students to showcase their subject mastery, reinforcing their confidence and competence in academic disciplines.
- Cultural and Linguistic Growth:**
 - PBATs offer opportunities for students to gain confidence in using their native language, supporting their linguistic development and affirming cultural identity.
 - The inclusion of native language PBATs fosters linguistic diversity and highlights the value of multilingualism.
 - PBATs promote an appreciation for linguistic and cultural diversity, enriching the educational experience for all students.
- Teacher-Student Relationships:**
 - PBATs foster inclusive and friendly teacher-student relationships, creating mentorship dynamics that extend beyond the classroom.
 - Teachers actively engage with students in the PBATs process, providing valuable guidance, feedback, and support.
 - PBATs contribute to the development of external relationships between students and educators, enhancing the overall learning environment and support network.

Next Steps

- For Educators/Schools:**
 - Teachers can adopt a similar learning approach to PBATs by conducting more one-on-one advising sessions with students to better understand their difficulties and challenges.
 - Schools can make the learning environment more inclusive and accessible for English Language Learners (ELL) by providing information and resources in multiple languages.
 - Educators should make an effort to understand the various cultures and perspectives of their students, fostering a more inclusive and culturally responsive classroom.
 - Teachers need to be empathetic and understanding of the unique challenges that ELL students face while actively reinforcing their strengths and talents.
- For Students:**
 - Students should take pride in their ability to speak and learn a second language, reframing their perception of being an ELL as a source of strength and talent rather than a weakness for not knowing English perfectly.
 - Being open-minded and proactive in seeking assistance from educators is crucial.
 - Students should not hesitate to ask for help and utilize the available resources to support their academic journey.

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