



District:

School:

For all proficiency levels:

- Ensure that content learning objectives and targets are based on grade-level content standards appropriate for the student's age.
- Design assessments that can yield valid information about the student's content knowledge at their current level of language proficiency.
- Match the language burden of the assessment to the student's language abilities.
- Provide clear task explanations. If necessary, demonstrate tasks and have the student show understanding by completing practice items before beginning the actual assessment task.
- Allow students to use the same supports that they were able to use during the review segment of instruction.
- Ensure that the depth of knowledge required on the assessment matches the depth of knowledge that was explicitly taught. (For example, if only application was taught, but not evaluation, do not introduce evaluation on an assessment task.)
- Differentiate rubrics to weigh content knowledge and language in a way that is fair for the individual student's level of language proficiency but also to motivate the student to continuously improve language skills according to their ability.
- Share expectations with the student ahead of time by explaining the rubric that will be used to evaluate their work.
- Grade each student according to the predefined criteria presented explicitly in a rubric and shared with each student.
- Avoid grading that is based on comparing students to each other.
- If appropriate, allow students to select from a menu of assessment options to best demonstrate the content knowledge they have acquired.
- Prefer authentic assessment (demonstrations, presentations, projects, models, real-life problems) to contrived forms of assessment (multiple choice tests, recitations, pedagogical problems, worksheets).
- Use several forms of assessment for making consequential decisions about each student. If the data from different forms of assessment do not agree, give consideration to the validity of the data.
- Monitor student output and provide useful feedback to the student on an ongoing basis. Listen, repeat, recast, and elaborate student output.
- Point to strengths and weaknesses in the student's work. Focus more on strengths than on weaknesses.
- Be frugal and strategic with error correction. Be aware that the type of errors students can attend to is based on their current level of proficiency and developmental readiness.
- Use the most useful form of error correction frequently: elicitation. Prompt students with cues to produce self-correction.
- Allow only pre-approved forms of designated support on tests. Supports that have demonstrated usefulness are word banks, glossaries, and dictionaries that students are familiar with and already accustomed to using.
- Evaluate test content to assure that students have the cultural and general background knowledge that is embedded in test items. If it is not possible to eliminate items that require unfamiliar background knowledge, teach this knowledge explicitly to students.

For Level 1- Entering

- Allow student to show understanding by non-verbal means (pointing, illustrating, selecting/organizing pictures and icons, demonstrating, modeling, using manipulatives, flowcharts, graphic organizers.)
- Allow student to use native language to complete assessment tasks.
- Provide a word bank.
- Allow bilingual dictionaries and electronic, iPad, or web translators.
- Allow English paraprofessionals, volunteers, or peers to provide native language support.
- Model tasks; allow multiple opportunities for rehearsing.

For Level 2-Beginning:

- Allow student to show understanding orally using everyday conversational language with visual supports and native language.
- Use age-appropriate supplementary materials that provide rich visual support for the content and/or native language explanations.
- Encourage student to add graphic support to writing (visual organizer, graph, illustrations, labels). Allow answers in learned phrases or repetitive simple sentences. Allow some machine translated answers.
- Provide sentence starters; model expected output.
- Focus on what the student produced correctly.

For Level 3-Developing:

- Expect student to use some specific language of the content area.
- Prompt student to respond on the sentence level both orally and in writing.
- Encourage students to focus on meaning rather than on correctness and mechanics.
- Retain visual supports and supplementary texts in the native language.
- May administer parallel tests forms with simplified language, annotations, word bank, and glossary.

For level 4-Expanding:

- Prompt student to use some specific language and technical vocabulary of the content area.
- Expect student to respond in multiple sentences and with increasingly varied sentence structure.
- Encourage student to elaborate and develop ideas by providing examples and explanations.
- Give feedback on persistent errors that interfere with meaning.
- Expect student to engage with texts to extract meaning.

For Level 5-Bridging

- Encourage the use of technical vocabulary and greater precision with language. Prompt students to use academic language.
- Assign value to revising, editing, self-correcting, and proofreading.
- Provide ample opportunities for extended speech and writing, including multiple rehearsals for tasks.
- Create rubrics that specify expectations; have students evaluate themselves with rubric.
- Involve student in reducing persistent errors.

For level 6- Reaching

- Encourage extended language use in both oral and written tasks.
- Have high expectations for precision with language for all learners.
- Value the use of academic language in all assignments.
- Be explicit with your expectations for the quality of language use in assignments; use rubrics to communicate expectations clearly.