

FIGURE 7.5 *Sampling Work by English Language Learners (SWELL): An Assessment Protocol*

Instructions: As you examine oral, written, or multimodal samples produced by your multilingual learners with your colleagues, complete the identifying information and then use the open-ended checklist to interpret and document different aspects of the students' learning and language development.

Identifying Information for the Student Sample:

Oral sample _____ Written sample _____ Multimodal sample _____

Language(s) of the sample _____

Topic of sample: _____ Content area: _____

Student: _____ Grade: _____ Date: _____

Multilingual Learner's Development:

1. **Language Development**

1a. _____ The sample consistently uses some linguistic features. If so, which ones?

1b. _____ The sample shows specific linguistic challenges. If so, which ones?

1c. _____ The sample demonstrates that the student can meaningfully communicate ideas. If so, which ones?

Additional Comments:

2. **Conceptual Development**

2a. _____ The sample illustrates content-based knowledge and/or skills. If so, which ones?

2b. _____ The sample illustrates conceptual challenges. If so, which ones?

2c. _____ The sample shows that the multilingual learner has reached the content goals for the project. If not, what do you suggest?

Additional Comments:

3. Cultural Influences

- 3a. _____ The sample reflects the student's cultural experiences. If so, which ones?
- 3b. _____ The sample reflects the student's experiential base. If so, how?
- 3c. _____ The sample exhibits cultural misunderstandings or misconceptions. If so, how?

Additional Comments:

4. Social-Emotional Influences

- 4a. _____ The sample shows evidence of motivated, self-directed learning. What evidence do you see or how does the student tell you?
- 4b. _____ The sample shows student engagement in the task or project. How?
- 4c. _____ The sample shows evidence of task persistence. How?

Additional Comments:

Source: Honigsfeld & Dove (2010); adapted by Gottlieb & Honigsfeld (2019).

Retrieved from the companion website for *Breaking Down the Wall: Essential Shifts for English Learners' Success* by Margarita Espino Calderón, Maria G. Dove, Diane Staehr Fenner, Margo Gottlieb, Andrea Honigsfeld, Tonya Ward Singer, Shawn Slaak, Ivannia Soto, and Debbie Zacarian. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2020 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.