

Sampling Work by English Language Learners (SWELL)

An Assessment Protocol

(Adapted from Gottlieb & Honigsfeld, 2017; Honigsfeld & Dove, 2010)

As you collaboratively examine student work samples produced by English language learners, use this checklist to document and address different aspects of learning.

Oral sample _____ Written sample _____ Language of the sample _____

Topic: _____ Date: _____

Student's Name: _____ Grade: _____

1. Language Development

- 1a. _____ The work sample consistently uses some linguistic features. If so, which ones?
- 1b. _____ The work sample shows specific linguistic challenges. If so, which ones?
- 1c. _____ The work sample demonstrates that the student communicates meaningfully. If so, how?

2. Conceptual Development

- 2a. _____ The work sample illustrates content-based knowledge and/or skills. If so, what?
- 2b. _____ The work sample illustrates conceptual challenges. If so, which ones?
- 2c. _____ The work sample shows that the EL has reached grade-level content attainment. If not, what do you suggest?

3. Cultural Influences

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

4. Social-Emotional Influences

- 4a. _____ The work sample shows evidence of motivated, self-directed learning. What is the evidence?
- 4b. _____ The work sample shows student engagement in the task. How?
- 4c. _____ The work sample shows evidence of task persistence. How?