

FIGURE 3.8 ● Collaborative Sampling Student Work (CSSW)

An Assessment Protocol		
As you collaboratively examine student work samples produced by multilingual learners with exceptionalities, use this adapted 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 multilingual learner has reached grade-level content attainment. If not, what do you suggest?		
3. Learning Exceptionalities		
3a. ____ The work sample shows age and grade appropriate classwork. Be specific.		
3b. ____ The work sample shows that reteaching may need to address specific skills. (Name the skills; would back mapping or forward mapping be needed?)		
3c. ____ The work sample illustrates gaps in content attainment. If so, which ones?		
4. Cultural Influences		
4a. ____ The work sample reflects the student's cultural experiences. If so, which ones?		
4b. ____ The work sample reflects the student's experiential base. If so, how?		
4c. ____ The work sample exhibits cultural misunderstandings or misconceptions. If so, which ones?		
5. Social-Emotional Influences		
5a. ____ The work sample shows evidence of motivated, self-directed learning. What is the evidence?		
5b. ____ The work sample shows student engagement in the task. How?		
5c. ____ The work sample shows evidence of task persistence. How?		

Source: Adapted from Honigsfeld & Dove, 2019.

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