

FIGURE 9.16 Formative-Assessment Self-Assessment or Peer Assessment Checklist

Criterion	Yes	No	Action
1. Is the assessment aligned to the standards and objectives of the lesson?			
2. Are the assessment directions easy to understand for students?			
3. Are the students aware of the teacher's expectations that will be evaluated in the assessment? How?			
4. Is the format of the assessment familiar to students? (For example, if it is an oral presentation, have students had practice giving presentations?)			
5. Are the assessment questions or prompts linguistically accessible to ELs? The assessment should not include unfamiliar vocabulary, idioms, or complex sentence structures.			
6. Are the questions, tasks, or prompts free from cultural bias? There should be no references to aspects of culture that may be unfamiliar to students from another culture.			
7. Does the assessment include appropriate scaffolds for ELs of varying proficiency levels (e.g., word bank, sentence stems, and pictures)?			
8. Does the scoring of the assessment directly correlate to the construct being assessed (e.g., grammar and spelling are not taken into consideration when evaluating students' knowledge of content)?			
9. If technology is used, have students had sufficient practice with the technology prior to the assessment?			
10. Is the assessment information shared with students? How?			
11. Is the assessment used to inform instruction? How?			

Source: Adapted from Abedi, J. (2010). *Performance assessments for English language learners*. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education. Retrieved from <https://scale.stanford.edu/system/files/performance-assessments-english-language-learners.pdf>

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