FIGURE 9.16   ML FORMATIVE-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 MLs?			
	3. Are students **aware of the teacher's expectations** for the assessment (e.g., a student-friendly rubric), and are assessment results shared with MLs?			
	4. Is the format of the assessment **familiar to MLs**? (For example, if it is an oral presentation, have MLs had practice giving presentations?)			
	5. Are the assessment questions or prompts **linguistically accessible** to MLs? 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 MLs from another culture.			
	7. Does the assessment include **appropriate scaffolds** for MLs 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 MLs' knowledge of content)?			
	9. If technology is used, have MLs had **sufficient practice** with the technology prior to the assessment?			
	10. Is the assessment used to **inform instruction**? How?			

Source: Adapted from Abedi, J. (2010).