FIGURE 9.17   ML FORMATIVE-ASSESSMENT PLANNING TOOL

Part A. Design a scaffolded formative assessment to use in an upcoming unit or lesson.

Grade level:	ELP level(s) of MLs:

Description of lesson or unit:

Lesson or unit objective(s):

Step 1: Articulate construct being taught and assessed

Describe the construct the assessment will measure. Consider what is being taught. Consider what aspects of language are relevant to the content being assessed (if any).

Describe the criteria you will use to determine how well the construct has been learned.

Describe the steps you will take to ensure that you are collecting valid evidence on the construct being taught and assessed for the MLs in your class.

Write your student-friendly learning objectives and your plan to share these with MLs.

Student-friendly learning objectives:

Plan to share learning objectives with MLs:

Part B. Implement your formative assessment.

Step 2: Collect evidence
Describe the formative-assessment strategy or tool that you will use. At what point will you incorporate the assessment into the lesson or unit?
Describe how you will share your assessment expectations with your MLs.
Describe what opportunities you will provide for self-assessment. Describe what opportunities you will provide for MLs to ask questions about the content and assessment.
Self-assessment opportunities: Opportunities for questions about content and assessment:

Describe below how you will scaffold your assessment for MLs of varying proficiency levels as needed.	
ML Proficiency Level	ML Scaffolds

Step 3: Interpret evidence
Select the tool(s) you will use for collecting and interpreting evidence collected during the formative-assessment process.

- ☐ Checklist
- ☐ Rubric
- ☐ Conferring notes
- ☐ Student rating scales, checklists, or reflection
- ☐ Other _____

Part C. Reflect on your formative-assessment data and plan for next steps.

What do you see?[2] In other words, what data do you have on your MLs?	What do you make of it? In other words, what conclusions can you draw from the data?

Describe your plan for providing feedback to MLs.

Describe the criteria you will focus on in your feedback.

Step 4: Use assessment data to plan instruction
What are you going to do about it?

What conclusions did you draw in Step 3?	What are possible next steps for instruction?

Describe the opportunities that you will provide MLs for revising or re-doing aspects of the lesson or assessment where there were misconceptions.

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[2]Boudett, City, & Murnane, 2013.