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?

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