











English Learner Formative Assessment Checklist

Criterion	Yes	No	Action
 Is the assessment aligned to the standards and objectives of the lesson?			
 Are the assessment directions easy to understand for students?			
 Are students aware of the teacher's expectations for the assessment (e.g., a student-friendly rubric), and are assessment results shared with students?			
 Is the format of the assessment familiar to students ? (For example, if it is an oral presentation, have students had practice giving presentations?)			
 Are the assessment questions or prompts linguistically accessible to ELs? The assessment should not include unfamiliar vocabulary, idioms, or complex sentence structures.			
 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.			
 Does the assessment include appropriate scaffolds for ELs of varying proficiency levels (e.g., word bank, sentence stems, and pictures)?			
 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)?			
 If technology is used, have students had sufficient practice with the technology prior to the assessment?			
 Is the assessment used to inform instruction ? How?			

Source: Staehr Fenner & Snyder, 2017. Adapted from Abedi, J. (2010). Performance assessments for English language learners. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education.