

ASSESSMENT EAL LEARNERS IN CONTENT-AREA CLASSES

(Information taken from Curriculum Framework for English and an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming, June 2011 Draft – Section 7: Assessment of EAL and LAL Learners. Available at www.edu.gov.mb.ca)

Reflecting on my practice, 1	Consistently	Sometimes	Seldom	Evidence
1. Choose the form of assessment to fit the purpose (<i>e.g., distinguish between language and content outcomes; assessment for/as/of learning</i>)				
2. Use the student's first language to assess prior content learning, when possible				
3. Collect data over an extended period of time ("photo album" vs. "snapshot")				
4. Focus on the development of the individual student				
5. Consider outside factors, such as culture and adjustment to a new setting				
6. Maintain challenging expectations for students while recognizing their individual EAL stage and educational background				
7. Ensure that learning and assessment tasks are relevant to a learner's stage of English language development				
8. Give clear criteria and models of what is expected and valued in a good response or product				
9. Focus on what the student can do rather on what the student cannot do, while indicating targeted outcomes and areas of concern				
10. Include alternative and authentic strategies, tasks, and tools within learning experiences. Use non-verbal tools, such as drawing, when language limits the student's expression of comprehension				
11. Observe and note how the student performs particular tasks and activities				
12. Use flexible timing to allow students to process reading, think and write in their new language, by allowing additional time, by breaking one assessment task into several parts, or by shortening the length of the task				
13. Converse with the student about his or her work, using first language if necessary and feasible				
14. Give specific feedback on targeted outcomes for language or content				
15. Allow students opportunities to improve their performance following assessment				
16. Teach students the skills and the language needed for self-assessment				
17. Avoid standardized norm-referenced tests that are intended for English speakers to gather critical information about EAL learners				
18. Communicate to the student and the parent from the beginning if the focus of learning and assessment is on alternative subject-area outcomes and on language outcomes (This is necessary due to the stage and educational background of the student, but it is done with the understanding that as the student gains language and content proficiency, the balance for assessment will gradually shift towards regular subject-area outcomes.)				

