

More Effective Strategies for Assessing ELLs: Do This Not That Q& A

What are some of the things content area faculty can look for or do to more effectively assess ELLs in their courses?

- Make assessment more multi-modal.
 - Think about your own experiences as a language learner.
 - Get as much information from as many activities as possible.
 - Make time to have one-on-one conferences with students in order to assess the thinking process.
 - Give all students choices in assessments.
 - Always remember students' assets.
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What guidelines should content teachers use to fairly grade ELLs?

- Focus on demonstration of content knowledge and not necessarily language.
 - Work with learners to develop assessment.
 - Grading should be a collection of activities with all four domains (reading, writing, listening, speaking).
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What are some examples of assessment practices that would be useful to monitor ELL progress?

- Work with other instructors (in your program) to engage ELLs in assessments.
 - Portfolio assessments that include reading, writing, listening, speaking are useful.
 - Using a rubric that includes content understanding and language.
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What is one question a teacher should ask themselves before assessing ELLs?

- What is the purpose of the assessment?
- Do I have enough data from multiple sources to assess the student?
- How can I have learners drive this assessment?

