

### English Learner Formative Assessment Checklist for Distance Learning

Criterion	Yes	No	Action
 Is the assessment <b>aligned to the standards and objectives</b> of the lesson?			
 Are the assessment directions <b>easy to understand</b> for students? Is there a straightforward way for students to ask questions about the directions if they don't understand?			
 Are students <b>aware of the teacher's expectations</b> for the assessment (e.g., a student-friendly rubric), and is specific feedback shared with students?			
 Is the format of the assessment <b>familiar to students</b> and have students had sufficient practice with the technology used prior to the assessment? (e.g., if it is a Google form, have students been taught how to complete a Google form and had practice completing it?)			
 Are the assessment questions or prompts <b>linguistically accessible</b> to ELs? The assessment should not include unfamiliar vocabulary, idioms, or complex sentence structures.			
 Are the questions, tasks, or prompts <b>free from cultural bias</b> ? There should be no references to aspects of culture that may be unfamiliar to students from another culture.			
 Does the assessment include <b>appropriate scaffolds</b> for ELs of varying proficiency? Do ELs know how to access the scaffolds available to them (e.g., access to an online glossary)?			
 Does the assessment scoring <b>directly correlate to the construct</b> being assessed (e.g., grammar and spelling are not taken into consideration when evaluating students' knowledge of content)?			
 Is the assessment used to <b>inform instruction</b> ? Will the assessment provide an opportunity to understand and analyze student errors as a tool for planning future instruction?			

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.