

Assessment adaption for ELLs

(taken from making content comprehensible, 3rd Edition pg. 175)

The following are possible assessment adaption for ELLs that are congruent with the Slop Model and hold high academics expectations for ELLs .

1. **Range:** Adapt the number of items the student is expected to complete, such as even or odds numbers only. Determine percentages of correct responses based on the number of items assessed.
2. **Time:** Adapt the amount of time the learner has for completing a task, such as providing more processing time or breaking tasking task onto manageable chunks. Allowing additional time on test without a timed requirement should not impact the student's score or grade.
3. **Level of support:** Adapt the amount of scaffolding provided during the assessment by asking a peer or assistant to read, explain or translate the tasks or test items. Remember the difference between assessing an ELLs ability to read and follow written directions and his or her ability to complete a task or answer question about a content topic, if you are assessing the students' content knowledge (not his or her ability to read directions)), it is fine to have someone else help with reading or clarifying the task.
4. **Difficulty:** Adapt the skill level, type of problem, or task, and the process for how the learner can approach the task such as allowing a calculator, dictionary or simplified directions. Do not reduce the expectation that the student know the material – just facilitate him or her being able to demonstrate understandings.
5. **Product:** Adapt the type of response the learner is allowed to provide, such permitting drawings, a hands-on demonstration, a verbal and, if necessary, translated response. Whereas some students may be required to write a paragraph summary or essay, it may be reasonable for others to submit illustration, poster-board explanation, or other kind of product that doesn't rely so much on sophisticated English usage.
6. **Participation:** Encouraging individual self-assessment, assistance in creating rubrics, and cooperative group self-assessment. Content learning is enhanced through interaction and group work. Students can certainly be involved in their own assessment progress, particularly in the upper grades.

NEP	NEP/LEP	LEP	FEP
Pre-Production	Early Production	Speech Emergence	Intermediate Fluent
Level of Questioning	Level 1	Level 2	Level 2
Listen	List	Recall	Predict
Draw	Name	Retell	Create
Select	Label	Define	Evaluate
Circle	Group	Explain	Analyze
Match	Respond	Compare	Support
Copy	Categorize	Summarize	Examine
Point	Tell/say		Hypothesize
	Answer		Debate
	Count		Justify