

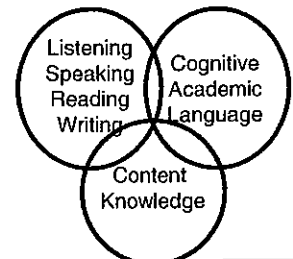
ELL Classroom Assessments

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Alternative ELL Assessments Introduction



It is imperative that teachers provide multiple forms of assessments as ELLs are in the process of acquiring a second language and learning content. The following section provides alternative forms of day-to-day assessments using Benjamin Bloom's Taxonomy as a foundation to ensure ELLs are provided several opportunities to demonstrate what they know and are able to do.

The six levels of cognition are presented in order from knowledge to synthesis. However, beginning ELLs should not be expected to perform only at the knowledge level. In fact, ELLs need to be exposed to the entire hierarchy. Just because ELLs cannot produce or articulate the knowledge acquired, this should not be equated with failure.

Finally, most teachers are familiar with word walls. A goal we should all have is to create an Academic Language Word Wall to expose students daily to the many action verbs associated with critical thinking, state standards, question stems on state exams, and other performance tasks. A helpful way to remember Bloom's Taxonomy is "Keep Calm At All

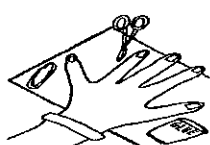
Academic Language Word Wall



Knowledge



Comprehension



Application



Analysis



Synthesis



Evaluation

List Define Tell Describe Identify Show Label Collect Tabulate Quote Name When Where	Explain Discuss Compare Extend Interpret Predict Describe Contrast Outline Restate Summarize Distinguish Translate	Apply Interview Build Demonstrate Calculate Complete Illustrate Show Solve Examine Modify Relate Classify Construct	Analyze Simplify Inspect Dissect Test Explain Arrange Separate Connect Divide Infer Order Classify Compare	Combine Rearrange Create Generalize Rewrite Integrate Substitute Design Compose Prepare Modify Plan Invent Formulate	Assess Deduct Grade Recommend Judge Decide Test Convince Support Rank Measure Select Conclude
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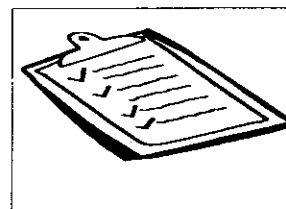
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Alternative ELL Assessments Knowledge Level

Recall of data



CUES

List
Label
Define
Collect
Tell
Identify
Tabulate
Quote
Show
Name
Match
Arrange

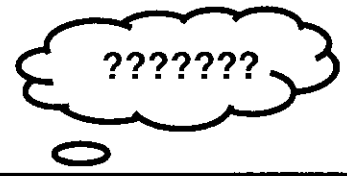
ASSESSMENTS

List all the characters or concepts from the story or text
Label a pictorial timeline with the sequence of events
Define words using illustrations
Collect magazine pictures that remind you of the story or text
Tell who your favorite character or concept was and why
Identify characteristics of the main characters or concepts
Tabulate all the opinions or facts expressed in the story or text
Quote one of your favorite pieces from the story or text
Show the right order of scrambled pictures from the story or text
Name as many facts and details as you can from the story or text
Match the vocabulary to the correct picture
Arrange the sequence of events using illustrations

Alternative ELL Assessments

Comprehension Level

Understanding Information



CUES

Describe
Discuss
Contrast
Compare
Outline
Extend
Restate
Summarize
Predict
Distinguish
Retell
Write

ASSESSMENTS

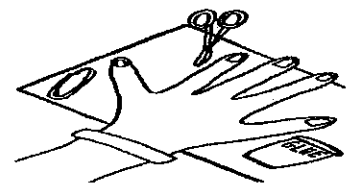
Describe what happened before and after using illustrations
Discuss the differences between the main characters or concepts
Contrast two characters or concepts using a Venn Diagram
Compare two characters or concepts using comparison webs
Outline the main idea and details using bullets or illustrations
Extend a favorite quote from one of the characters or authors
Restate the title or subtitles in your own words
Summarize the events of the story or chapter using pictures
Predict outcomes before reading sections of the story or text
Distinguish causes and effects in the story or text
Retell the story or chapter in your own words; use body language
Write, as a group, a summary of your learning

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Alternative ELL Assessments

Application Level

Applying knowledge to a new situation



CUES

Apply
Solve
Demonstrate
Examine
Create
Modify
Complete
Transfer
Illustrate
Change
Show
Construct

ASSESSMENTS

Apply the knowledge learned onto a graphic organizer
Solve a character's problem or a problem presented in the text
Demonstrate the knowledge learned and create an illustration
Examine the pictures in the text and create new ones
Create a travel brochure of the scenes in the story or text
Modify the plot to create a different outcome
Complete a fishbone with a main idea and details found in the text
Transfer a character or concept into a different story or chapter
Illustrate the main ideas and details of the text using a spider web
Change the ending of the story or change the events in the text
Show how the character's problems are related to people you know
Construct a scrapbook or flipbook of the topics studied

Alternative ELL Assessments

Analysis Level

Separates information into parts for better understanding



CUES

Analyze
Explain
Infer
Arrange
Order
Select
Classify
Separate
Compare
Connect
Debate
Divide

ASSESSMENTS

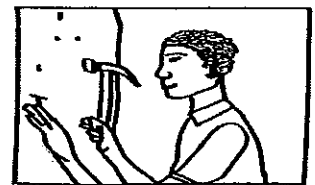
Analyze attributes of a character/concept; create an attributes map
Explain the facts and opinions found in the story or text
Infer other possible outcomes from the story or text
Arrange the characters or events in order by importance
Order the sequence of events from beginning to end
Select concepts or ideas that are most relevant to our learning
Classify persons, places, or things from the story or text on a chart
Separate the causes and effects using a T-chart
Compare and/or contrast two characters or concepts in the text
Connect words and context clues from the story or text
Debate why or why not the concepts are important to our learning
Divide two different sequences of events by creating two timelines

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Alternative ELL Assessments

Synthesis Level

Builds a pattern from diverse elements



CUES

Plan
Create
Design
Invent
Rearrange
Compose
Modify
Substitute
Devise
Generalize
Prepare
Formulate

ASSESSMENTS

Plan a play to illustrate the story or content
Create a new character or concept and weave him/her/it into the text
Design a poster to make people want to read the story or text
Invent a product that can be used in the story or text
Rearrange the sequence of events in the story or chapter
Compose lyrics to a known melody for the story or chapter
Modify the front cover of the book and give it a different title
Substitute the action verbs to make the story or content humorous
Devise a secret language code for the characters or concepts
Generalize other concepts or events that are not mentioned
Prepare a debate for or against concepts presented in the text
Formulate alternative subtitles or titles of the text or chapters

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Alternative ELL Assessments Evaluation Level

Judges the value of information



CUES

Assess
Convince
Grade
Support
Recommend
Rank
Judge
Measure
Decide
Select
Test
Conclude

ASSESSMENTS

Assess the value of the story or content
Convince others to vote for your favorite character or concept
Grade other authors and their books; describe criteria for grade
Support a character's intentions and give reasons for your support
Recommend why the book should be read by others or why not
Rank favorite events read and tell why you rank them in that order
Judge whether or not characters should have acted as they did
Measure the effectiveness of the author's purpose using criteria
Decide if the story or chapter really could happen and justify why
Select an event in the text that left an impression on you and tell why
Test alternative story endings to see which one the class likes best
Conclude how this story or content can help a child in real life

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