

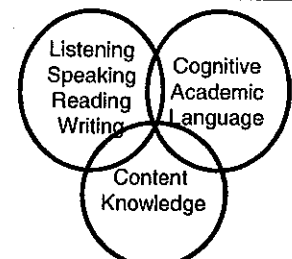
# ELL Classroom Assessments

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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

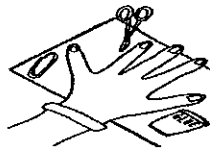
## Academic Language Word Wall



**Knowledge**



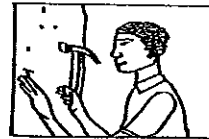
**Comprehension**



**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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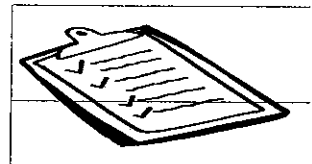
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## Alternative ELL Assessments Knowledge Level

*Recall of data*



### CUES

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

### ASSESSMENTS

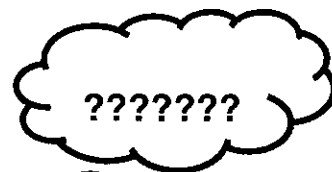
**List all the content vocabulary, concepts, or events**  
**Label a timeline with the sequence of events or concepts**  
**Define content vocabulary using illustrations**  
**Collect magazine pictures that illustrate events or concepts**  
**Tell what your favorite learning concept or event was and tell why**  
**Identify main idea and details of each section read using bullets**  
**Tabulate all the opinions expressed in the chapter or article**  
**Quote one of your favorite phrases from the chapter or article**  
**Show the right order of scrambled concepts or events**  
**Name as many facts and details as you can find in the text**  
**Match the content vocabulary to the correct illustration**  
**Arrange the sequence of events or concepts using illustrations**

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# Alternative ELL Assessments

## Comprehension Level

*Understanding Information*



### CUES

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

### ASSESSMENTS

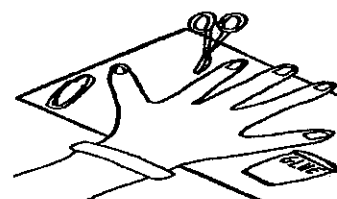
Describe the various illustrations, graphs, and charts from the text  
Discuss the differences between two concepts or events  
Contrast and compare 2 events/concepts using a Venn Diagram  
Compare and contrast 2 events/concepts using comparison webs  
Outline the main idea and details using bullets or pictures  
Extend ideas from a concept/event using a spider web  
Restate the title of the chapter and subheadings in your own words  
Summarize events/concepts of the chapter using a pictorial timeline  
Predict outcomes before reading sections of the text  
Distinguish causes and effects in the chapter using a T-chart  
Retell a section of the chapter in your words  
Write a brief summary as a group using bullets and/or illustrations

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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 to a real life situation  
Solve a problem presented and discuss with your peers  
Demonstrate key learning by creating a physical model  
Examine and record your peer's opinions of the concepts learned  
Create a poster illustrating all key learning  
Modify the concept/event to create a different model or perspective  
Complete a cycle graph with steps used for concepts/events  
Transfer key learning onto a graphic organizer of your choice  
Illustrate the main ideas and details of the text using a spider web  
Change the events or concepts learned to create new ideas  
Show your understanding of concepts learned on a brochure  
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

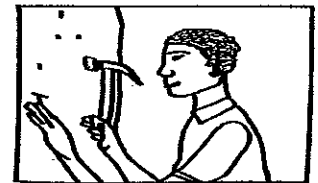
Analyze attributes of a concept/event by creating an attributes map  
Explain the facts and opinions found in the text  
Infer other possible solutions to problems presented  
Arrange the concepts/events in order by importance  
Order the sequence of events from beginning to end  
Select the most interesting concepts/events and tell why  
Classify persons, places, or things on a chart  
Separate the causes and effects using a T-chart  
Compare and/or contrast two concepts/events; use a Venn Diagram  
Connect content vocabulary with the context clues from the text  
Debate why or why not the events/concepts learned are important  
Divide two sequences of events/concepts 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 physical model of the concepts/events learned  
Create a new concept/event and weave it into the existing text  
Design a poster to make people want to read the chapter  
Invent a product or concept that can be used in the chapter  
Rearrange the concepts/events to give them a different "twist"  
Compose lyrics to a known melody for the chapter  
Modify the titles of the chapters and provide new titles  
Substitute action verbs to make the content humorous  
Devise a plan to teach others what you have learned  
Generalize other concepts/events that are not mentioned  
Prepare a debate to support or not support concepts/events  
Formulate alternative titles for the subheadings of the chapter

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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 concepts/events learned  
Convince others to vote for your favorite concept; provide reasons  
Grade other groups' projects; describe criteria for grade  
Support why one concept/event is more important and tell why  
Recommend why the chapter should be read by others or why not  
Rank favorite class projects and tell why you rank them in that order  
Judge a group's project and develop criteria  
Measure the effectiveness of the group's project and give criteria  
Decide if the chapter should be read by others and tell why  
Select a concept/event you think is not important and tell why  
Test alternative solutions to see which one the group likes best  
Conclude how key learning will help students in real life

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