

Activity 2.2

Checklist for Phase I: Planning

In this activity, the questions for each phase of common language assessment presented within the chapter have been converted to commands. These statements, in turn, may serve as an ongoing checklist to help guide your professional learning team. You are welcome to convert the questions or comments you generate in Activity 2.1 (page 33) and add them to the checklist.

A. Determining Responsibilities of Team Members

- Select professional learning teams.
- Encourage language and content teachers on the team to contribute resources to the project.
- Consider having school leaders serve as members of the team, team coaches, or advisers.
- Ensure that each member of the team makes a commitment, has a role, has a voice, and shares responsibility for the project.
- Formulate a professional development plan.

B. Selecting Students, Grades, and Classrooms

- Identify the subgroups of language learners for whom the common language assessment is to be designed.
- Become knowledgeable about the students' linguistic, cultural, historical, and experiential backgrounds.
- Consider the features of the instructional program for language learners in planning common language assessment.
- Map out the languages of assessment and prioritize the language domains.

C. Informing Other Stakeholders

- Seek support of your common language assessment plan from the school, language education program, or district's leadership team.
- Inform teachers and school leaders throughout the language education program or district of the project.
- Consult with, inform, or involve family members in the development process.
- Inform and seek approval from the school's local council or the district's board of education of the common language assessment plan.
- Explore securing outside funding from community organizations or educational agencies.