

Activity 4.2

Checklist for Phase III: Refinement

Modify this checklist based on your discussion of the topics related to the refinement phase of construction in Activity 4.1 (page 88).

A. Determining the Logistics

- Review and adjust the schedule for developing the common language assessment.
- Set and synchronize the timeframe for administering and scoring the common language assessment so that it is synchronized with that of the general education program.
- Describe each step of the development process so that it is understood by all members of the team.
- Allocate time to evaluate the tasks with the intent to refine or improve them.
- Identify challenges in implementing common language assessment.

B. Piloting Common Language Tasks, Assigning Rubrics, and Involving Students

- Determine if there is a match of the common language tasks to the group of students for which they are designed.
- Check that the language targets exemplify the language tasks.
- Scaffold instruction so that there is a gradual release of responsibility for learning for English learners to allow for student self-assessment.
- Use scoring guides, rubrics, or documentation forms to fit the common language tasks and gather evidence of student performance.
- Involve students in developing common language assessment, analyzing their work during self-assessment, and scoring.

C. Reviewing and Revising the Initial Plan and Design

- Set a realistic timeframe for implementing common language assessment based on feedback from stakeholders.
- Make sure students understand what to do and how to do it.
- Check to see that students are motivated and engaged in the language tasks.
- Present standards-referenced criteria in a rubric or scoring guide that represents the performance tasks.
- Inform students of the evidence they are to produce and familiarize them with the criteria by which their work will be interpreted.