

# Constructing Common Language Assessment

Print out this condensed version of all the major steps in this multiphased process and refer to it along the way.

## Phase I: Planning

1. Pledge to actively participate in a professional learning team.
2. Identify the subgroup(s) of language learners for whom the common language assessment is to be designed, and secure statistics related to their demographics.
3. Develop a mutually agreed-upon work plan, and determine the responsibilities of each team member.
4. Notify other stakeholders of the rationale, goals, scope, and timeline for development.
5. Synchronize ongoing professional development activities with the construction of common language assessment.

## Phase II: Design

1. Determine the purpose and type of language assessment.
2. Select standards to be assessed for the selected content topic or theme, and analyze their academic language demands.
3. Identify language (and content) targets reflective of your curriculum and instructional program for the subgroup(s) of English learners.
4. Suggest language tasks and documentation.
5. Create language objectives that are differentiated by the students' levels of language proficiency.
6. Embed instructional assessment supports into the language task.
7. Consider what might be used as students' evidence of language performance.

## Phase III: Refinement

1. Confirm the logistical details for implementing common language assessment.
2. Review and pilot the language tasks.

3. Select, adapt, or create rubrics or documentation forms as evidence of student performance.
4. Consider input from students through self-assessment and reflection.
5. Review the assessment plan, the process, and the products; then take time to refine what's in place.

### **Phase IV: Inspection**

1. Match language-centered rubrics to the language tasks.
2. Interpret students' work samples using the rubrics.
3. Create benchmarks as milestones for common language assessment.
4. Follow the multistep data analysis process.
5. Consider weighting results by language learners' levels of language proficiency.
6. Communicate standards-referenced results to stakeholders.

### **Phase V: Maintenance**

1. Accrue a defensible body of evidence from common language assessment.
2. Make provision for storage of student historical, demographic, and assessment data.
3. Provide arguments for and evidence that common language assessments are reliable and valid for language learners.
4. Build inter-rater agreement of student work samples from performance assessment into ongoing professional development of teachers working with language learners.
5. Finalize and maintain a language-centered assessment system that is comprehensive, fair, valid, practical, and defensible for language learners.