











	CRITERION	YES	NO	ACTION
	1. Is the assessment <b>aligned to the standards and objectives</b> of the lesson?			
	2. Are the assessment directions <b>easy to understand</b> for MLs?			
	3. Are students <b>aware of the teacher's expectations</b> for the assessment (e.g., a student-friendly rubric), and are assessment results shared with MLs?			
	4. Is the format of the assessment <b>familiar to MLs</b> ? (For example, if it is an oral presentation, have MLs had practice giving presentations?)			
	5. Are the assessment questions or prompts <b>linguistically accessible</b> to MLs? The assessment should not include unfamiliar vocabulary, idioms, or complex sentence structures.			
	6. Are the questions, tasks, or prompts <b>free from cultural bias</b> ? There should be no references to aspects of culture that may be unfamiliar to MLs from another culture.			
	7. Does the assessment include <b>appropriate scaffolds</b> for MLs of varying proficiency levels (e.g., word bank, sentence stems, and pictures)?			
	8. Does the scoring of the assessment <b>directly correlate to the construct</b> being assessed (e.g., grammar and spelling are not taken into consideration when evaluating MLs' knowledge of content)?			
	9. If technology is used, have MLs had <b>sufficient practice</b> with the technology prior to the assessment?			
	10. Is the assessment used to <b>inform instruction</b> ? How?			

Source: Adapted from Abedi, J. (2010).