Science Assessment for Emergent Bilingual Learners (SAEBL) Checklist

Overview and Instructions

The purpose of this checklist is to guide educators and curriculum/assessment designers in creating linguistically robust tasks that elicit what emergent bilingual students know and are able to do in the context of the three-dimensional NGSS Framework. The checklist is organized into five categories: *culture and language*, *multiple entry points*, *alignment and rigor*, *clear objectives and scoring criteria*, and *integration of scaffolds*.

The checklist can be used at various points throughout assessment design to guide design decisions, including as a tool to support initial assessment development. When used to analyze and suggest modifications of existing assessment tasks, indicate whether components within each category are present or not present. After considering each category, indicate suggested improvements.

Assessment Title: _____

Date: _____

CULTURE AND LANGUAGE	Present	Not present
Task includes questions that explicitly create space for students to share their own cultural understandings, lived experiences, and practices.		
Task phemonena create opportunities to be place-based in the local community, opening the possiblity that students might access, relate to and/or engage with the task through recognizable conditions.		
Task, task instructions, objectives and/or scoring tools are written in at least one language in addition to English.		
Task instructions indicate that students are able to translanguage *(use all their linguistic resources)* to help them make sense of the task and/or communicate their thinking.		

Suggested improvements:

TASK COMPONENTS	Present	Not present
Contains open-ended components. *(Not simply fill-in-the-blanks or one correct answer)*		
Contains multiple components -- More than one type of component that each tap into different knowledge and linguistic demands. *(Ex. hands-on, multiple-choice, short-answer, diagram/model creation)*		
Allows for multiple points of entry *(Ex. students do not need to answer questions in a set order in order to be successful)*		
Task explicitly encourages students to create diagrams/graphics/models with written explanations as evidence.		

Suggested improvements:

ALIGNMENT AND RIGOR	Present	Not present
Assesses at least one grade-level/course appropriate NGSS DCI. *(Pick the primary standard addressed.)* List DCI(s):	☐ Above Grade Level ☐ At Grade Level ☐ Below Grade Level	
Assesses at least one grade-level/course appropriate NGSS Cross-Cutting Concept. *(Pick the primary standard addressed.)* List CCC(s):	☐ Explicitly ☐ Implicitly	
Assesses at least one grade-level/course appropriate NGSS Science and Engineering Practice. *(Pick the primary standard addressed.)* List SEP(s):	☐ Explicitly ☐ Implicitly	
Includes grade-level academic vocabulary. *(Use NGSS standards to determine grade-level academic vocabulary)*	☐ Above Grade Level ☐ At Grade Level ☐ Below Grade Level	
Includes cognitively challenging component(s). *(Ex. Students are asked to propose & justify solutions. Students are asked to explain their thinking. Components are not only memorization/procedural/definitions.)*		

Suggested improvements:

CLEAR OBJECTIVES AND SCORING CRITERIA	Present	Not present
The learning objective(s) of the task is clearly stated at the beginning of the task. • *(Ex. <u>Content objective</u> — "In this task, you will demonstrate an understanding of implications of variation within a population";* • *(Ex. <u>Language objective</u> — "In this task, you will use transition phrases to connect ideas together")*	☐ Content goal ☐ Language goal ☐ **Both** content & language goal	☐ Content goal ☐ Language goal ☐ **Both** content & language goal
Task content objective(s) do not explain the scientific principles students will be inducing during the task.		
Task includes a scoring tool, such as a rubric or checklist, so students understand how the task will be scored. *(If task assesses language AND content, different rubrics have been created for each.)*		

Suggested improvements:

INTEGRATION OF SCAFFOLDS		
Purposefully challenging elements of the task are presented with scaffolds that support contextualization, metacognition and/or understanding the text. *(Includes at least 1)*	☐ Contextualized phemonema ☐ Sentence starters ☐ Sentence frames that connect ideas ☐ Graphic organizers ☐ Ability to work with peers ☐ Checklist ☐ Visuals	☐ Shorter sentences ☐ Bulleted items ☐ Active voice ☐ Rubrics ☐ Defining key terms within sentences ☐ Use of home language ☐ Manipulative or multimedia

Suggested improvements: