

BLUEPRIN

- Districts and schools use diagnostic tools and formative assessment practices in order to measure ELLs' content knowledge as well as new and home language development to inform instruction by:

Using State assessments in conjunction with formative assessments.

Using State language proficiency data (from the New York State English as a Second Language Achievement Test [NYSESLAT] and the New York State Identification Test for English Language Learners [NYSITELL]) to understand where ELLs are along the continuum of language development, and how to provide appropriate scaffolds for them according to their proficiency level.

Employing authentic assessments that require sophisticated uses of language embedded in authentic and rich content.

Utilizing appropriate tools to assess the needs and progress of ELLs with disabilities.

Utilizing analytical rubrics that provide feedback on content k5782-183(k)-11b