

Use of the observation checklist below can help teachers accurately assess how much the students are internalizing the content information and are able to express the new concepts in English. Since grading new arrivals is always a challenge, this type of assessment can be less threatening and more beneficial than the typical classroom test.

Table 5.3 Academic Performance Observation Checklist

Key: A = Always; O = Often; S = Sometimes; N = Never				
Criteria Performance Expectations	A	O	S	N
Can retell events accurately, in sequential order, using L1 or L2 (in one's own words, with manipulatives or through sequenced drawings).				
Seeking information: A. Can ask questions about concepts, vocabulary, sequenced information, etc. B. Can access resources to independently and/or with a peer to find answers to questions.				
Observant of text features (e.g., phrases, statements, and/or questions; use of vocabulary, embedded in phrasing, collocations, etc.) and replicate orally in responses and/or in writing, alone or with a peer.				
Observant of illustrations; can inference meaning from illustrations, through color, body language, facial expressions, layout, proxemics, etc. Can express understanding orally and/or in writing alone or with a peer.				
Can use content vocabulary orally and/or in writing sentences, with sentence stems, frames, or model through drawings, TPR, etc.				
Can make text-to-self connections from picture books about personal experiences.				
Can make text-to-text connections between picture books and other text readings, Internet sites, videos, visuals, class discussions, etc.				
Can make text-to-world connections between picture books and world knowledge from home country/culture or experienced in United States.				
Comments/Notes				