

**Formative Assessment of Speaking and Writing for EL Students**  
(Must be completed by staff who are WIDA trained in the use of the Speaking & Writing Rubrics)

**Name:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Directions**

**Speaking- In a contrived context**

- Develop a prompt that is based in topics that are currently being covered in the mainstream class(es). Prompt the student to **speak** about the topic. Be thoughtful and purposeful about the kind of speaking task in which you engage the student. Will the student be engaged in description, explanation, defense, analysis, prediction, etc.? **The speaking response should be of adequate length to determine proficiency. Attach the speaking prompt to this worksheet.**
- After the student finishes the speaking task, use the WIDA Speaking Rubric to determine a Proficiency Level for the student’s speaking performance (Level 1-5). Record the level below.
- Remember that students must meet criteria in ALL 3 areas (i.e., Linguistic Complexity, Vocabulary Usage, Language Control) in order to be rated at any particular level.
- Also record your professional opinion regarding whether the student is functioning at the low, mid or high level of the Proficiency Level you chose.

**Speaking- In an authentic context**

- Go to the student’s classroom and observe an oral presentation by the student. **The response must be of sufficient length to determine proficiency.**
- Follow the steps described above.

**Writing- In a contrived context**

- Develop a prompt that is based in topics that are currently being covered in the mainstream class. Prompt the student to **write** about the topic. Be thoughtful about the kind of writing task in which you want to engage the student. Will the student be engaged in description, explanation, defense, analysis, prediction, etc. **Attach the prompt and writing sample to this worksheet.**
- After the student finishes the writing task, use the WIDA Writing Rubric to determine a Proficiency Level for the student’s writing (Level 1-5). Record the level below.
- Remember that students must meet ALL 3 levels of criteria (i.e., Linguistic Complexity, Vocabulary Usage, Language Control) in order to be rated at any particular level.
- Also record your professional opinion regarding whether the student is functioning at the low, mid or high level of the Proficiency Level you chose.

**Writing- In an authentic context**

- Collect a writing sample completed by the student. Follow the steps described above.

Expressive Language Type	Brief Description of Task (including purpose of the task, i.e., description, analysis, etc.)	Date of Task	Language Proficiency Rating (e.g., Level 3 Mid)
Speaking			
Writing			