



Assessment of Language Learners

Factors to consider...

- Language and Culture
- Background Knowledge
- Prior Educational Experience
- Students' personalities/abilities
 - Home Environment
- Time/Assessment Windows
- Types (oral, written, pre-, post-, etc.)
- Accommodations/Modifications
 - It is a "snapshot" of learning
 - Standards/Objectives!

How the CCSS fit in...

- Guide our instruction to the assessments and vice versa
- Assessments should be based and created from standards
 - State tests focus on CCSS
- Standards set a path of expected results (By end of 1st grade students should...)

Formative Assessments and their purpose...

- Reveal what students know and what they are still struggling with to inform instruction
- Examples: Observation, exit slips, checklists, discussion, mini-conferences, games, running records, symbols/gestures, homework, participation, self-reflections, projects, oral (questioning/conversations), quizzes, etc.

Summative Assessments and their purpose...

- Provide evidence of learning and growth
 - May come at end of a chapter, unit, or end of year
 - Examples: unit post test, performance based (portfolios, projects, investigations), standardized tests, group projects and presentations

Assessing English Language Learners Student Assessment Series

**Margaret Heritage, Aída Walqui, Robert
Linguanti**



Assessing English Language Learners Student Assessment Series:

Assessing English Language Learners Lorraine Valdez Pierce, 2003 **Assessing English Language Learners in the Content Areas** Florin Mihai, 2010-06-11

Assessing English Language Learners in the Content Areas A Research into Practice Guide for Educators seeks to provide guidance to classroom teachers staff developers and test item designers who want to improve ELL assessment outcomes particularly in the areas of math science and social studies The first two chapters of the book establish the background for the discussion of content area assessment for ELLs examining several important characteristics of this rapidly growing student population as well as critical legislation affecting ELLs and providing a description of various forms of assessment including how ELL assessment is different from the assessment of English proficient students Important assessment principles that educators should use in their evaluation of tests or other forms of measurement are provided Other chapters review ELL test accommodations nationwide because surprisingly most teachers do not know what they can and cannot allow and the research on the effectiveness of these types of accommodations The book analyzes the characteristics of alternative assessment it discusses three popular alternative assessment instruments performance assessment curriculum based measurement and portfolios and makes recommendations as to how to increase the validity reliability and practicality of alternative assessments The book proposes fundamental assessment practices to help content area teachers in their evaluation of their ELL progress

Assessing English Language Learners: Bridges to Educational Equity Margo Gottlieb, 2016-03-22

Build the bridges for English language learners to reach success Ten years ago the first edition of Margo Gottlieb s *Assessing English Language Learners* changed the dialogue about how educators envision educational equity for students Since then the ELL and dual language student populations have grown exponentially and so has the need for forward thinking and effective approaches to facilitating students academic language development alongside their content knowledge This thoroughly updated edition of Gottlieb s classic delivers a complete set of tools techniques and ideas for planning and implementing instructional assessment The book includes A focus on academic language use in every discipline from mathematics to social studies within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment as for and of learning Reflection questions to stimulate discussion around assessment policies and practices to maximize opportunities for teacher input and student engagement This book is an essential resource for pre service and in service teachers educator teams and school leaders striving toward equity in every classroom In this exciting practitioner friendly volume Margo Gottlieb shows us how assessment as for and of learning can provide a level playing field for today s language learners Educators working with English language learners will find this assessment moxie book truly invaluable W James Popham Professor Emeritus University of California Los Angeles There are no other books available that cover the topic of fair and equitable assessment practices for English learner as comprehensively as this one

Nor are there any other books with such a rich selection of tools readily available for practitioners. It must belong in every TESOL professional's library. Andrea Honigsfeld, Associate Dean and EdD Program Director, Molloy College. Assessing English Language Learners Guillermo Solano Flores, 2016-01-29. *Assessing English Language Learners* explains and illustrates the main ideas underlying assessment as an activity intimately linked to instruction and the basic principles for developing, selecting, and adapting assessment instruments and strategies to assess content knowledge in English language learners (ELLs). Sensitive to the professional development needs of both in-service and pre-service mainstream teachers with ELLs in their classrooms and those receiving formal training to teach culturally and linguistically diverse students, the text is designed to engage readers in viewing assessment as a critical part of teaching, appreciating that assessments provide teachers with valuable information about their students' learning and thinking, becoming aware of the relationship among language, culture, and testing, understanding the reasoning that guides test construction, recognizing the limitations of testing practices, being confident that assessment is an activity classroom teachers, not only accountability specialists, can perform. Highlighting alternative multidisciplinary approaches that address linguistic and cultural diversity in testing, this text is enhanced by multiple field-tested exercises and examples of different forms of assessment. It is ideal for any course covering the theory and practice of ELL assessment. *Assessing English Language Learners* Margo Gottlieb, 2006-01-13. With all the offerings that Margo Gottlieb provides in this book, she makes us yearn to not only cross the bridge of assessment but also to feel confident when we get to the other side. From the Foreword by Else Hamayan, Illinois Resource Center. This book is long overdue. Appropriate assessment and placement of ELLs is the most basic of all instructional processes. Without this, we cannot be sure we can measure student progress or address individual instructional needs. Margarita Calderin, Research Scientist, Center for Data-Driven Reform, Johns Hopkins University. Here, finally, we have a text that empowers teachers by giving them practical strategies for harnessing assessments of language and content in ways that benefit their teaching and their students' learning. Timothy Boals, WIDA Consortium Director, Wisconsin Dept. of Public Instruction. *Assessing English Language Learners* includes a multitude of evaluation instruments that readers can use as they assess their students. Margo Gottlieb helps teachers adjust assessment to different language proficiency levels and then evaluate language proficiency and content learning appropriately. David E. Freeman, Yvonne S. Freeman, Professors, Curriculum and Instruction, University of Texas at Brownsville. Discover how to bridge the gap between equitably assessing linguistic and academic performance. Student assessment is the cornerstone of standards-based education. For the growing population of English Language Learners, however, measuring their acquisition and learning is a multifaceted process. This well-documented text examines the unique needs of English Language Learners and describes strategies for implementing instructional assessment of language and content. With both depth and breadth, this practical resource covers how to equitably and comprehensively assess the language proficiency and academic achievement of English Language Learners.

Both practicing and aspiring educators will benefit from Rubrics charts checklists surveys and other ready to use tools Professional development activities An integrated approach to teaching standards language and content Guidance on how best to address standardized testing and grading Use this timely text to advance the academic language proficiency of English Language Learners through enhanced teaching and assessment techniques *Assessing English Language Learners: Bridges to Educational Equity* Margo Gottlieb, 2016-03-03 Build the bridges for English language learners to reach success This thoroughly updated edition of Gottlieb s classic delivers a complete set of tools techniques and ideas for planning and implementing instructional assessment of ELLs The book includes A focus on academic language use in every discipline from mathematics to social studies within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment as for and of learning Reflection questions to stimulate discussion around how students teachers and administrators can all have a voice in decision making **A Practical Guide to Assessing English Language Learners** Christine Anne Coombe, Keith S. Folse, Nancy J. Hubley, 2007 For many teachers of English language learners the field of assessment is foreign territory Assessment has its own culture traditions and terminology This training guide is intended to help classroom teachers become more comfortable creating and using assessments A Practical Guide to Assessing English Language Learners provides helpful insights into the practice and terminology of assessment The text focuses on providing the cornerstones of good assessments usefulness validity reliability practicality washback authenticity transparency and security and techniques for testing It devotes a chapter to the assessment of each of the four main skill areas reading writing listening and speaking and also covers placement testing such as using TOEFL and MELAB diagnostic testing evaluation and instructional decision making with regard to testing Tips to improve students test taking strategies are offered and each chapter ends with a helpful list of Ten Things to Remember as well as informative case studies featuring two teachers and their assessment decisions Incorporating its own principles A Practical Guide to Assessing English Language Learners opens with a short quiz for the reader called Are You Testwise that quickly determines how each teacher will benefit from this indispensable guide

Assessing English Language Proficiency in U.S. K-12 Schools Mikyung Kim Wolf, 2020-05-31 Assessing English Language Proficiency in U S K 12 Schools offers comprehensive background information about the generation of standards based English language proficiency ELP assessments used in U S K 12 school settings The chapters in this book address a variety of key issues involved in the development and use of those assessments defining an ELP construct driven by new academic content and ELP standards using technology for K 12 ELP assessments addressing the needs of various English learner EL students taking the assessments connecting assessment with teaching and learning and substantiating validity claims Each chapter also contains suggestions for future research that will contribute to the next generation of K 12 ELP assessments and improve policies and practices in the use of the assessments This book is intended to be a useful resource for researchers

graduate students test developers practitioners and policymakers who are interested in learning more about large scale standards based ELP assessments for K 12 EL students *Assessing English Language Learners* Margo H. Gottlieb, 2009
Designed around the bestselling book *Assessing English Language Learners* this comprehensive multimedia presentation offers staff developers the necessary materials to show how teachers can equitably assess the language proficiency and academic achievement of English Language Learners ELLs Facilitators and participants will examine an assessment framework for ELLs discuss the author's proposed fair grading practices and learn how those practices translate into a standards based report card Container **Instructional Assessment of English Language Learners in the K-8**

Classroom Diane K. Brantley, 2007 This classroom ready resource provides teachers in grades K 8 with specific assessments that can be administered to English language learners within the regular classroom Long overdue and with a focus on the needs of English language learners ELLs within the classroom *Instructional Assessment of English Language Learners* is a unique book designed to teach readers the basic concepts of assessing English Today's education courses place an increasing emphasis on the regular classroom teacher to instruct and assess English language learners Yet classroom teachers have few resources available to them in regard to assessing ELLs within their classrooms This book helps readers master the assessments to be administered to English learners and cover a range of literacy skills deemed necessary for English language acquisition and reproduction while also assessing the student's literacy skills in their primary language The overarching goal of this book is to enable teachers to acquire a deep understanding of the value of instructional assessment for ELLs and the importance of evaluating the results to provide the students with immediate appropriate and meaningful instruction The book addresses the specific areas of language arts related to the development acquisition and reproduction of the English language oral language development and vocabulary concepts of print and the alphabetic strategies word recognition and word identification strategies reading fluency reading comprehension written language development and spelling content area literacy procedural knowledge and problem solving strategies The strategies presented in this text are research based and are known to increase reading comprehension for ELLs **Assessing English** Brian Johnston, 1983

Issues in Assessing English Language Learners Mikyung Kim Wolf, Jenny Kao, Joan Herman, Lyle F. Bachman, Alison Bailey, Patina L. Bachman, Tim Farnsworth, Sandy M. Chang, 2008 The No Child Left Behind NCLB Act has made a great impact on states policies in assessing English language learner ELL students The legislation requires states to develop or adopt sound assessments in order to validly measure the ELL students English language proficiency ELP as well as content knowledge and skills Although states have moved rapidly to meet these requirements they face challenges to validate their current assessment and accountability systems for ELL students partly due to the lack of resources Considering the significant role of assessments in guiding decisions about organizations and individuals it is of paramount importance to establish a valid assessment system In light of this we reviewed the current literature and policy regarding ELL assessment

in order to inform practitioners of the key issues to consider in their validation processes Drawn from our review of literature and practice we developed a set of guidelines and recommendations for practitioners to use as a resource to improve their ELL assessment systems We have compiled a series of three reports The present report is the first component of the series containing pertinent literature related to assessing ELL students The areas being reviewed include validity theory the construct of ELP assessments and the effects of accommodations in the assessment of ELL students content knowledge Three appendixes are included 1 NCLB Act 2002 Legislation Concerning Assessing ELL Students 2 Summary of Reviewed Studies Regarding Validity Evidence and 3 Summary of Reviewed Accommodation Studies Contains 4 footnotes 3 figures and 2 tables The work reported in this document was supported under the National Research and Development Centers as administered by the U S Department of Education s Institute of Education Sciences For parts 2 and 3 of this report see ED502284 and ED502273

Assessing English Language Learners (Multimedia Kit) Margo Gottlieb, 2008-11-04 Help participants use assessments that promote bilingual proficiency and educational equity for English language learners Designed around the best selling book this comprehensive multimedia presentation offers staff developers the materials to help teachers equitably assess the language proficiency and academic achievement of English language learners ELLs Facilitators and participants will examine an assessment framework for ELLs and explore issues that include Assessments for listening speaking reading and writing Differentiated instruction and assessment in math science and social studies The effectiveness of rubrics for ELLs Grading policies and their implications for ELLs Standards based performance measures that complement standardized tools for ELLs Includes VHS Videotape 47 min DVD CD ROM With PowerPoint Slides Facilitator s Guide Companion Book

Issues in Assessing English Language Learners Mikyung Kim Wolf, Jenny Kao, Noelle Griffin, Joan L. Herman, Patina L. Bachman, Sandy M. Chang, Tim Farnsworth, 2008 The No Child Left Behind NCLB has had a great impact on states policies in assessing English language learner ELL students The legislation requires states to develop or adopt sound assessments in order to validly measure the ELL students English language proficiency as well as content knowledge and skills While states have moved rapidly to meet these requirements they face challenges to validate their current assessment and accountability systems for ELL students partly due to the lack of resources Considering the significant role of an assessment in guiding decisions about organizations and individuals it is of paramount importance to establish a valid assessment system In light of this we reviewed the current literature and policy regarding ELL assessment in order to inform practitioners of the key issues to consider in their validation process Drawn from our review of literature and practice we developed a set of guidelines and recommendations for practitioners to use as a resource to improve their ELL assessment systems We have compiled a series of three reports The present report is the second component of the series providing a comprehensive picture of states current policies related to ELL assessment The areas reviewed include the procedures of ELL identification and redesignation the characteristics of English language proficiency assessments including validity information and the use

of accommodations in the assessment of content knowledge Contains 13 footnotes 10 figures and 1 table The work reported in this document was supported under the National Research and Development Centers as administered by the U S Department of Education s Institute of Education Sciences For parts 1 and 3 of this report see ED502283 and ED502273

Assessing Language and Literacy with Bilingual Students Lori Helman, Anne C. Ittner, Kristen L. McMaster, 2019-10-21 From expert authors this book guides educators to conduct assessments that inform daily instruction and identify the assets that emergent bilinguals bring to the classroom Effective practices are reviewed for screening assessment and progress monitoring in the areas of oral language beginning reading skills vocabulary and comprehension in the content areas and writing The book also addresses how to establish schoolwide systems of support that incorporate family and community engagement Packed with practical ideas and vignettes the book focuses on grades K 6 but also will be useful to middle and high school teachers Appendices include reproducible forms that can be downloaded and printed in a convenient 8 1 2 x 11 size

Recommendations for Assessing English Language Learners Mikyung Kim Wolf, Joan L. Herman, Lyle F. Bachman, Alison L. Bailey, Noelle Griffin, 2008 The No Child Left Behind Act of 2001 NCLB 2002 has had a great impact on states policies in assessing English language learner ELL students The legislation requires states to develop or adopt sound assessments in order to validly measure the ELL students English language proficiency as well as content knowledge and skills While states have moved rapidly to meet these requirements they face challenges to validate their current assessment and accountability systems for ELL students partly due to the lack of resources Considering the significant role of assessment in guiding decisions about organizations and individuals validity is a paramount concern In light of this we reviewed the current literature and policy regarding ELL assessment in order to inform practitioners of the key issues to consider in their validation process Drawn from our review of literature and practice we developed a set of guidelines and recommendations for practitioners to use as a resource to improve their ELL assessment systems The present report is the last component of the series providing recommendations for state policy and practice in assessing ELL students It also discusses areas for future research and development Contains 3 figures The work reported in this document was supported under the National Research and Development Centers as administered by the U S Department of Education s Institute of Education Sciences For parts 1 and 2 of this report see ED502283 and ED502284

Assessing Young Language Learners Penny McKay, 2006 Publisher description In this book the author builds a comprehensive framework for the assessment of young language learners in both foreign language and second language learning situations She begins by considering why we need a special book on young learner assessment and describes the nature of young learner language learning The assessment approach is task based and is centred around tasks and techniques suitable for young learners with particular emphasis on classroom assessment Oral language assessment and reading and writing assessment are addressed in separate chapters as is the large scale testing of young learners Underpinned by sound theory the book is full of practical guidelines and draws on

examples of assessment contexts issues and practices from around the world *English Language Learners and the New Standards* Margaret Heritage,Aída Walqui,Robert Linqunti,2020-01-15 In *English Language Learners and the New Standards* three leading scholars present a clear vision and practical suggestions for helping teachers engage ELL students in simultaneously learning subject area content analytical practices and language This process requires three important shifts in our perspective on language and language learning from an individual activity to a socially engaged activity from a linear process aimed at correctness and fluency to a developmental process focused on comprehension and communication and from a separate area of instruction to an approach that embeds language development in subject area activities In *English Language Learners and the New Standards* the authors Clarify the skills and knowledge teachers need to integrate content knowledge and language development Show how teachers can integrate formative assessment in ongoing teaching and learning Discuss key leverage points and stress points in using interim and summative assessments with ELLs Provide classroom vignettes illustrating key practices Finally the authors explain the theories and research that underlie their vision and examine the role of policy in shaping pedagogy and assessment for ELL students **Resources in Education** ,2000-10

Assessing English Learners in U.S. Schools Timothy L. Farnsworth,Margaret E. Malone,2014 Why assess And what will I do with the results This book examines classroom assessment not standardized assessment through the lenses of three ESL teachers from across the United States The teachers face a number of challenges particular to their individual situations and other challenges common to all U S public school teachers Most important this book views teachers as the people best able to make their students successful The decisions they make about assessments in the areas of literacy oral language and content specific language development result in actionable information Short reflections jargon sidebars and chapter activities make this an enjoyable user friendly resource for teachers in any classroom

Unveiling the Power of Verbal Beauty: An Mental Sojourn through **Assessing English Language Learners Student Assessment Series**

In a world inundated with screens and the cacophony of fast transmission, the profound energy and mental resonance of verbal beauty often diminish into obscurity, eclipsed by the continuous barrage of noise and distractions. Yet, situated within the lyrical pages of **Assessing English Language Learners Student Assessment Series**, a interesting perform of literary elegance that impulses with natural feelings, lies an unforgettable journey waiting to be embarked upon. Published by a virtuoso wordsmith, this enchanting opus manuals visitors on a mental odyssey, lightly revealing the latent possible and profound influence embedded within the elaborate web of language. Within the heart-wrenching expanse of this evocative analysis, we can embark upon an introspective exploration of the book is key themes, dissect its fascinating publishing design, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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Assessing English Language Learners Student Assessment Series Introduction

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