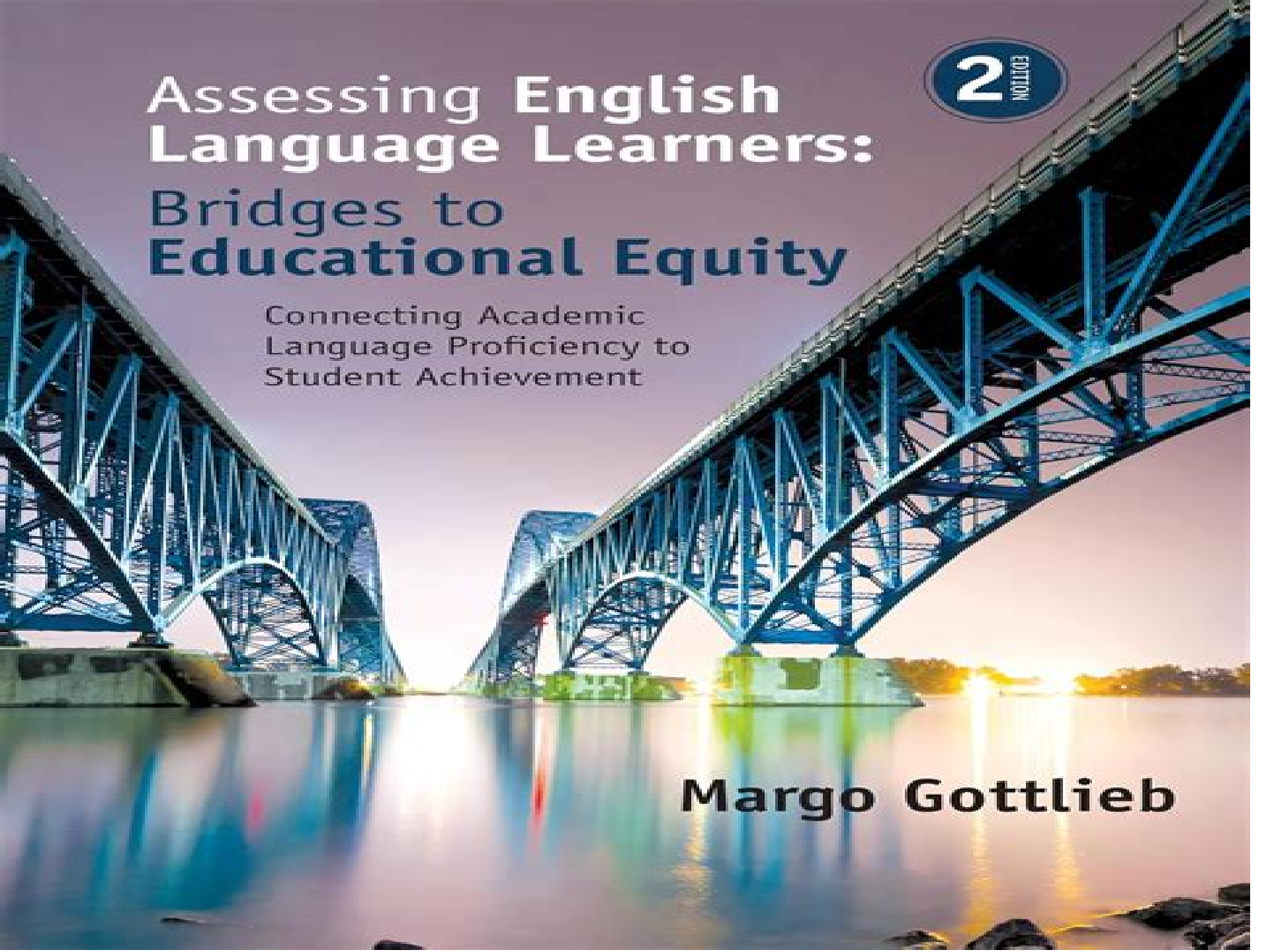




Assessing English Language Learners: Bridges to Educational Equity

Connecting Academic
Language Proficiency to
Student Achievement

2nd
EDITION

Margo Gottlieb

Assessing English Language Learners Bridges From Language Proficiency To Academic Achievement

**Nicoleta Filimon,Christi Cartwright-
Lacerda**



Assessing English Language Learners Bridges From Language Proficiency To Academic Achievement:

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Assessing English Language Learners Margo H. Gottlieb, 2009

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matter are integrated and learn how to prepare all teachers in a school to meet the needs of this growing student population

Promoting the Educational Success of Children and Youth Learning English National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Children, Youth, and Families, Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research, 2017-09-25 Educating dual language learners DLLs and English learners ELs effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic cognitive and social potential, many ELs who account for more than 9 percent of enrollment in grades K-12 in U.S. schools are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. **Promoting the Educational Success of Children and Youth Learning English: Promising Futures** examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12. **Learning Unlimited** Nicoleta Filimon, Christi Cartwright-Lacerda, 2024-11 The authors provide practical instructional strategies and resources to help multilingual students with limited or interrupted formal schooling learn and practice critical literacy skills.

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Introduction

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