

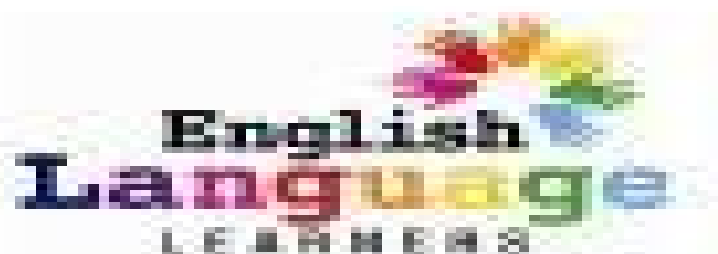
Assessing English Language Learners

11/11/2019

Assessment Practices

Types of Assessments

- 1. **Diagnostic:** assess a learner's knowledge or skill level before instruction begins to identify strengths and needs so that the teacher can modify instruction to meet the learner's individual needs (Bryant, 2009).
- 2. **Formative:** designed to help students identify areas that need more instruction, supporting the day-to-day learning process (Bryant, 2009).
- 3. **Summative:** determine learner's achievement at the end of a unit, semester, or course, assessing their learning at the end of the term and comparing it to state standards (Bryant, 2009).



"Language is the great sign of a nation. It tells you where it's coming from, how it will behave, how it's going."

—John F. Kennedy



Alignment of Assessment

Assessment alignment refers to the degree to which the assessment measures what it is intended to measure. In other words, the assessment should be aligned with the learning objectives or standards that it is designed to assess. This ensures that the assessment is valid and reliable, and that it accurately measures the learner's knowledge and skills. There are several factors that can affect the alignment of an assessment, including the quality of the assessment items, the clarity of the learning objectives, and the degree to which the assessment is aligned with the curriculum. To ensure alignment, educators should carefully review the assessment items and the learning objectives, and make any necessary adjustments to the assessment.

Assessing English Language Learners Student Assessment Series

Florin Mihai



Assessing English Language Learners Student Assessment Series:

Assessing English Language Learners Lorraine Valdez Pierce, 2003

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 learners 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, enhanced by multiple field-tested exercises and examples of different forms of assessment, 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 Calder n 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 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 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 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 using 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 enhanced by multiple field tested exercises and examples of different forms of assessment is ideal for any course covering the theory and practice of ELL assessment **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 *Assessment and Intervention for English Language Learners* Susan Unruh,Nancy A. McKellar,2017-03-07 This book presents evidence based practices for appropriate assessment of and school based services for young English language learners It identifies and addresses the challenges of assessing and intervening with these students at the curricular instructional environmental and individual levels particularly the complexities of determining the presence or absence of learning disabilities Case studies and comparisons with fluent English speakers illustrate the screening and evaluation process including multi tier system of supports MTSS and response to intervention RTI and proactive intervention planning in core literacy and math domains Together these chapters model effective teaching practice advocacy and teamwork with parents and colleagues as well as policy development toward meeting the needs of this diverse student population This

invaluable guide Examines challenges of data collection when working with English language learners Traces the development of dual language fluency and competence Discusses language acquisition issues affecting oral language assessment Reviews commonly used assessment and intervention tools in use with English learners Features specialized chapters relating to reading writing and mathematics competencies Can be used regardless of first language spoken by students Assessment and Intervention for English Language Learners is an essential resource for researchers professionals and graduate students in diverse fields including school and clinical child psychology assessment testing and evaluation language education special education and educational psychology **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 Resources in Education ,2001

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Table of Contents Assessing English Language Learners Student Assessment Series

1. Understanding the eBook Assessing English Language Learners Student Assessment Series
 - The Rise of Digital Reading Assessing English Language Learners Student Assessment Series
 - Advantages of eBooks Over Traditional Books
2. Identifying Assessing English Language Learners Student Assessment Series
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Assessing English Language Learners Student Assessment Series
 - User-Friendly Interface
4. Exploring eBook Recommendations from Assessing English Language Learners Student Assessment Series
 - Personalized Recommendations
 - Assessing English Language Learners Student Assessment Series User Reviews and Ratings
 - Assessing English Language Learners Student Assessment Series and Bestseller Lists
5. Accessing Assessing English Language Learners Student Assessment Series Free and Paid eBooks
 - Assessing English Language Learners Student Assessment Series Public Domain eBooks
 - Assessing English Language Learners Student Assessment Series eBook Subscription Services

- Assessing English Language Learners Student Assessment Series Budget-Friendly Options
- 6. Navigating Assessing English Language Learners Student Assessment Series eBook Formats
 - ePub, PDF, MOBI, and More
 - Assessing English Language Learners Student Assessment Series Compatibility with Devices
 - Assessing English Language Learners Student Assessment Series Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Assessing English Language Learners Student Assessment Series
 - Highlighting and Note-Taking Assessing English Language Learners Student Assessment Series
 - Interactive Elements Assessing English Language Learners Student Assessment Series
- 8. Staying Engaged with Assessing English Language Learners Student Assessment Series
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Assessing English Language Learners Student Assessment Series
- 9. Balancing eBooks and Physical Books Assessing English Language Learners Student Assessment Series
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Assessing English Language Learners Student Assessment Series
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Assessing English Language Learners Student Assessment Series
 - Setting Reading Goals Assessing English Language Learners Student Assessment Series
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Assessing English Language Learners Student Assessment Series
 - Fact-Checking eBook Content of Assessing English Language Learners Student Assessment Series
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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