



Assessing English Learners

Welcome Families of

ESL-436N: Methods of Structured English

Michelle Welch

College of Education, Grand Canyon Education Instructor Toni Schrage

What are



We are excited to share with you some important information about assessment practices in our classroom.

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Assessments are essential tools that help us understand your child's progress in English language learning and other subjects. This newsletter will explain different types of assessments, how they align with educational standards, and how we use them to support your

Questions??



Thank you for your partnership in your child's education. Together, we can ensure their success in learning English and other subjects. If you have any questions, please feel free to contact us.

Teacher@email.com

Types of

Formative Assessments

What: Ongoing checks of student understanding during lessons.

When: Throughout the school year, during daily lessons.

Why: To provide immediate feedback and guide instruction.

Example: Quizzes, class discussions, homework.

Diagnostic Assessments

What: Initial tests to determine your child's current knowledge and skills.

When: At the beginning of the school year or before starting a new unit.

Why: To identify strengths and areas for improvement.

Example: Language proficiency tests, reading

Summative Assessments

What: Evaluations at the end of a unit or term to measure learning.

When: End of units, chapters of books, semesters, or school year.

Why: To assess overall achievement and proficiency.

Example: Final exams, projects, standardized tests.



Assessing English Learners In Us Schools

Beverly A. DeVries



Assessing English Learners In Us Schools:

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 *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** 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 Testing English-Language Learners in U.S. Schools National Research Council, Committee on Educational Excellence and Testing

Equity,2000-12-12 The Committee on Educational Excellence and Testing Equity was created under the auspices of the National Research Council NRC and specifically under the oversight of the Board on Testing and Assessment BOTA The committee s charge is to explore the challenges that face U S schools as they work to achieve the related goals of academic excellence and equity for all students This report provides not only the summary of a workshop held by the forum on the testing of English language learners students learning English as an additional language in U S schools but also a report on the committee s conclusions derived from that workshop and from subsequent deliberations **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,2016-03-03 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 English Language Learners and the New Standards

Margaret Heritage,Aída Walqui,Robert Linquanti,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

Assessing Culturally and Linguistically Diverse

Students Robert L. Rhodes, Salvador Hector Ochoa, Samuel O. Ortiz, 2005-04-04 This is the first book to present a practical problem solving approach and hands on tools and techniques for assessing English language learners and culturally diverse students in K 12 settings It meets a crucial need among practitioners and special educators working in today s schools Provided are research based step by step procedures for conducting effective interviews with students parents and teachers making the best use of interpreters addressing special issues in the prereferral process and conducting accurate unbiased assessments of academic achievement intellectual functioning language proficiency and acculturation Among the book s special features are reproducible worksheets questionnaires and checklists including several in both English and Spanish in a ready to use large size format This book is in The Guilford Practical Intervention in the Schools Series *English Learners Left Behind* Kate Menken, 2008-02-27 In the wake of recent federal legislation entitled No Child Left Behind high stakes standardized testing for accountability purposes is being emphasized in educational systems across the U S for all students including English Language Learners ELLs Yet language proficiency mediates test performance so ELLs typically receive scores far below those of other students This book explores how tests have become de facto language policy in schools shaping what is taught in school how it is taught and in what language s it is taught In New York City while most schools responded to testing by increasing the amount of English instruction offered to ELLs a few schools have preserved native language instruction instead Moreover this research documents how tests are a defining force in the daily lives of ELLs and the educators who serve them

Assessment in Multiple Languages

Margo Gottlieb, 2021-07-22 Assessing the full capabilities of your multilingual learners Assessment as for and of learning complement effective curricular and instructional practices however the complexities of assessment for multilingual students are too often overlooked and misunderstood What if multilingual learners teachers and educational leaders all had opportunities to plan for and use assessment data in multiple languages Imagine the linguistic academic and cultural reservoirs we could tap to highlight what our multilingual learners know and can do *Assessment in Multiple Languages A Handbook for School and District Leaders* shows how superintendents principals directors coaches and other educational leaders can more accurately portray the academic language and social emotional development of multilingual students As a companion to *Classroom Assessment in Multiple Languages* this book

illustrates how the assessment cycle unfolds at school and district levels Together the two books provide comprehensive guidance for enacting linguistically and culturally sustainable assessment in multiple languages in K 12 settings Grounded in leading edge research with an emphasis on instilling equity and social justice in assessment practices this book justifies the legitimacy of assessment in multiple languages showcases examples from federal to classroom levels provides practical guidance and tools for schoolwide and district level assessment applies to any and all programs with multilingual learners whether in dual language immersion bilingual or monolingual settings Written by leading multilingual education and assessment authority Margo Gottlieb this guide will help educational leaders highlight the true capabilities of multilingual learners

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