



# 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 1<sup>st</sup> 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

**Margo H. Gottlieb**



## **Assessing English Language Learners:**

**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

**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 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** 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** Margo

Gottlieb, 2006-01-13 Discover how to bridge the gap between equitably assessing linguistic and academic performance. This well-documented text examines the unique needs of the growing population of English language learners (ELLs) and describes strategies for implementing instructional assessment of language and content. With both depth and breadth, the author articulates how to equitably and comprehensively assess the language proficiency and academic achievement of ELLs. 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.

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 state 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.

**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.

**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 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

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

**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

State Assessment Policy and Practice for English Language Learners Charlene Rivera, Eric Collum, 2014-05-12

State Assessment Policy and Practice for English Language Learners presents three significant studies each examining a different aspect of states strategies for including English language learners in state assessments an Analysis of State Assessment Policies Regarding Accommodations for English Language Learners a Survey and Description of Test Translation Practices and an Examination of State Practices for Reporting Participation and Performance of English Language Learners in State Assessments With the rise in population of English language learners and the subsequent stepped up legislative focus on this student population over the past decade states have been challenged to include English language learners in state assessment programs Until now the little data available on states policies and practices for meeting this challenge has been embedded in various reports and professional journals and scattered across the Internet This volume offers for the first time a focused examination of states assessment policies and practices regarding English language learners The three studies were supported by OELA the U S Department of Education s Office of English Language Acquisition Language Enhancement and Academic Achievement for Limited English Proficient Students State Assessment Policy and Practice for English Language Learners is of interest to researchers and professionals involved with the assessment of English language learners state and district level policy makers and academics teacher educators and graduate students in a number of fields including educational and psychological assessment testing and measurement bilingual education English as a second language and second language acquisition

*English Language*

*Proficiency Assessments for Young Learners* Mikyung Kim Wolf, Yuko Goto Butler, 2017-05-25 English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners English Language Proficiency Assessments for Young Learners is a useful resource for students test developers educators and researchers in the area of language testing and assessment **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 Learners Margo H. Gottlieb, 2009 *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 *The Assessment of Multilingual Learners* Kate Mahoney, 2024-09-10 Updated edition of key textbook exploring multilingual assessment This book is a comprehensive introduction to the topic of assessing students who use two or more languages in their daily life The book provides foundational information for assessing multilingual learners MLs in schools with an emphasis on school language and content Major assessment ideas are viewed through a framework called PUMI Purpose Use Method and Instrument to help readers focus on important assessment principles leading to better quality

assessments for MLs This is a substantially revised and updated second edition of *The Assessment of Emergent Bilinguals* Updates in this edition include a greater focus on multilingual assessment and assessment in language contexts in addition to English Spanish This edition addresses both the current politics of multilingual assessment and recent theoretical developments including an expanded exploration of translanguaging in assessment contexts This edition aims to be more practical than the first edition with more examples of assessments and rubrics and a greater emphasis on using assessment results in formative ways

**Assessing Language and Literacy with Bilingual Students** Lori Helman, Anne C. Ittner, Kristen L. McMaster, 2019-08-27 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

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## **Table of Contents Assessing English Language Learners**

1. Understanding the eBook Assessing English Language Learners
  - The Rise of Digital Reading Assessing English Language Learners
  - Advantages of eBooks Over Traditional Books
2. Identifying Assessing English Language Learners
  - 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
  - User-Friendly Interface
4. Exploring eBook Recommendations from Assessing English Language Learners
  - Personalized Recommendations
  - Assessing English Language Learners User Reviews and Ratings
  - Assessing English Language Learners and Bestseller Lists
5. Accessing Assessing English Language Learners Free and Paid eBooks
  - Assessing English Language Learners Public Domain eBooks
  - Assessing English Language Learners eBook Subscription Services

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