Margo Gottlieb

ASSESSING English Language Learners

Bridges From Language Proficiency to Academic Achievement

Foreword by Else Hamayan

Contents

Foreword ix

Preface xi

Acknowledgments xii

About the Author xv

1. Assessment of English Language Learners: The Bridge to Educational Equity 1

English Language Learners and Their Teachers 2
Considerations in the Assessment of English Language Learners 6
Identification of English Language Learners 6
Purposes for the Assessment of English Language Learners 8
An Assessment Framework for English Language Learners 8
Large-Scale and Classroom Assessment 11
Summary and Final Thoughts 12
Appendix 1.1 A Decision Tree for the Identification and Placement of English Language Learners 15
Appendix 1.2 A Sample Home Language Survey to Administer to Newly Enrolled Students 16
Appendix 1.3 A Sample Oral Language Use Survey 17
Appendix 1.4 A Sample Literacy Survey for English Language Learners 18
Appendix 1.5 Purposes for Classroom Assessment, Types of Measures, and Language of Assessment 19
Appendix 1.6 An Assessment Framework for English Language Learners 20
Appendix 1.7 A Schedule for Assessing English Language Learners 21
Appendix 1.8 An Inventory of State, School-District, or School-Based Assessment Measures for English Language Learners 22

2. Standards and Assessment: The Bridge From Language Proficiency to Academic Achievement 23

The Relationship Among Social Language Proficiency, Academic Language Proficiency, and Academic Achievement 24
The Second-Language Acquisition Process 26
Language Proficiency and Academic Content Standards 29

Summary and Final Thoughts 36
Appendix 2.1 REFLECTION: Comparing Targets for Language Proficiency and Academic Achievement 38
Appendix 2.2 Grouping English Language Learners by Levels of Language Proficiency 39
Appendix 2.3 A Checklist for Evaluating English Language Proficiency Standards 40

3. Assessing Oral Language and Literacy Development: The Bridge From Social Language Proficiency to Academic Language Proficiency 41
Language Proficiency Assessment: Oral Language 42
Language Proficiency Assessment: Literacy 49
Summary and Final Thoughts 58
Appendix 3.1 REFLECTION: Connections Between Oral Language and Literacy 59
Appendix 3.2 A Checklist for Analyzing Features of Large-Scale Language Proficiency Tests 60

4. Assessing Academic Language Proficiency and Academic Achievement: The Bridge to Accountability 63
Content-Based Instruction and Assessment 64
Assessing Language and Content 65
Summary and Final Thoughts 80
Appendix 4.1 Features Associated With Assessment of Language and Content Across the Curriculum 81
Appendix 4.2 A Sample Listening Assessment Activity for Young English Language Learners 82
Appendix 4.3 REFLECTION: Multiple Meanings 83

5. Classroom Assessment: The Bridge to Educational Parity 85
The Distinctions Between Testing, Assessment, and Evaluation 85
Implementing Classroom Assessment 86
Summary and Final Thoughts 97
Appendix 5.1 The Measurement of English Language Proficiency and Academic Achievement at the Classroom and Large-Scale Levels 99
Appendix 5.2 REFLECTION: Questions, Activities, Tasks, or Projects 100
Appendix 5.3 The Parameters of Classroom Assessment 101
Appendix 5.4 A Review Sheet for Instructional Assessment Projects and Tasks for English Language Learners 102
Appendix 5.5 A Template for a Classroom Instructional Assessment Project 103
Appendix 5.6 A Completed Template for a Classroom Instructional Assessment Project 105
Appendix 5.7 Summary of Grading and Reporting Task 1 of the Weather Around the World Project 109

6. **Documenting Performance Assessment: The Bridge From Teachers to Classrooms** 111
Rationale for Performance Assessment for English Language Learners 111
The Nature of Performance Assessment 112
The Importance of Performance Assessment for English Language Learners 113
The Role of Rubrics in Performance Assessment 114
Overall Features of Rubrics 123
Summary and Final Thoughts 123
Appendix 6.1 REFLECTION: Matching Instruction to Assessment 126
Appendix 6.2 REFLECTION: Possible Types of Rubrics for Matching Instruction to Assessment 127
Appendix 6.3 An Interdisciplinary Project for Middle School English Language Learners: "Managing the Budget" 128
Appendix 6.4 A Checklist of Rubric Features for English Language Learners 131

7. **Supports for Student, Classroom, and Large-Scale Assessment: The Bridge to Student Understanding** 133
Use of Visual or Graphic Support 134
Cross-Cutting Instructional Assessment Techniques 138
Continuity of Support From the Classroom to a Large-Scale Level 140
Student Self-Assessment 141
Large-Scale Student Self-Assessment 147
Summary and Final Thoughts 147
Appendix 7.1 Features of Graphic Organizers for English Language Learners 148
Appendix 7.2 REFLECTION: Features of Classroom and Large-Scale Assessment 149

8. **Standardized Testing and Reporting: The Bridge to Fair and Valid Assessment** 151
Standardized Testing 152
Standardized Testing and English Language Learners 155
Summary and Final Thoughts 164
Appendix 8.1 The Pluses and Minuses of Using Different Types of Scores From Norm-Referenced Standardized Achievement Tests 166
Appendix 8.2 Comparison of Features of Standardized English Language Proficiency Tests Pre/Post the No Child Left Behind Act of 2001 167

9. Grading Systems: The Bridge to the Future **169**
The Issue of Grading 169
Using Student Portfolios for Assessment and Grading 175
Summary and Final Thoughts 182
Appendix 9.1 An Assessment Portfolio Checklist 183

Glossary **185**

References **191**

Index **197**