Assessing English Language Learners Theory And Practice

English Learners Left BehindEnglish Learners in STEM SubjectsAssessing English Language Proficiency in U.S. K–12 SchoolsAuthentic Assessment for English Language LearnersIssues in Assessing English Language LearnersChinese-Speaking Learners of EnglishTeaching English Language Learners Across the Content AreasFoundations for Teaching English Language LearnersInstructional Assessment of English Language Learners in the K-8 ClassroomAdvocating for English LearnersTeaching Science to English Language LearnersDeveloping Reading and Writing in Second-language LearnersCommon Language Assessment for English LearnersTeaching Mathematics to English Language LearnersAssessing English Language Learners: Bridges to Educational EquityEnglish Language Learners Day by Day, K-6Unlocking English Learners' PotentialMetacognition in Literacy LearningResearch-based Methods of Reading Instruction for English Language Learners, Grades K-4Assessing English Language LearnersEnglish Language Learning MaterialsAdvocating for English LearnersAssessing English for Professional PurposesSecond Language Task-Based PerformanceAssessing English Language LearnersWriting Instruction and Assessment for English Language Learners K-8Instruction and Assessment of ESL LearnersCultural Validity in AssessmentAssessment and ESLGlobal Perspectives on Language AssessmentAssessing English Learners in U. S. SchoolsAdult Language LearnersDifferentiating Instruction and Assessment for English Language LearnersEducating English Language LearnersImproving Schooling for Language-Minority ChildrenEnglish Language Learning and TechnologyThe Education of English Language LearnersAssessing English Language Learners: Bridges to Educational EquityAssessing English Language LearnersListening and Reading for English Language Learners

English Learners Left Behind

Second Language Task-Based Performance is the first book to synthesize Peter Skehan's theoretical and empirical contributions in one place. Exploring three distinct themes in each section (theory, empirical studies, and assessment), this influential body of work is organized in such a way that it provides an updated reflection on the material and makes it relevant to today's researchers. In each section, an early publication is matched by at least one later publication, followed by a newly written commentary chapter, the combination of which provides the important function of offering a wider-ranging discussion. This book is an invaluable resource for researchers interested in second language task-based research or second language acquisition more generally.

English Learners in STEM Subjects

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

This book is a shorter version of Developing Literacy in Second-Language Learners, reporting the findings of the National Literacy Panel on Language-Minority Children and Youth. This book concisely summarizes what is known from empirical research about the development of literacy in language-minority children and youth, including development, environment, instruction, and assessment. --From publisher's description.

Authentic Assessment for English Language Learners

Assessing English for Professional Purposes provides a state-of-the-art account of the various kinds of language assessments used to determine people's abilities to function linguistically in the workplace. At a time when professional expertise is increasingly mobile and diverse, with highly trained professionals migrating across national boundaries to apply their skills in English-speaking settings, this book offers a renewed agenda for inquiry into language assessments for professional purposes (LAPP). Many of these experts work in high-risk environments where communication breakdowns can have serious consequences. This risk has been identified by governments and professional bodies, who implement language tests for gate-keeping purposes. Through a sociological lens of risk and responsibility, this book: provides a detailed overview of both foundational and recent literature in the field; offers conceptual tools for specific purpose assessment, including a socially oriented theory of construct; develops theory and practice in key areas, such as needs analysis, test development, validation and policy; significantly broadens the scope of the assessment of English for professional purposes to include a range of assessment practices for both professionals and laypeople in professional settings. Assessing English for Professional Purposes is key reading for researchers, graduate students and practitioners working in the area of English for Specific Purposes assessment.

Issues in Assessing English Language Learners

A compendium of the latest developments in research regarding English language education for Chinese-speaking learners, this volume combines cutting-edge research from multiple internationally-known scholars. The chapters offer unique insights into some of the most salient issues related to this broad topic. The seventh volume in the Global Research on Teaching and Learning English series, co-published with The International Research Foundation for English Language Education (TIRF), this book features chapters with original research written by TIRF Doctoral Dissertation Grant awardees. The volume addresses the crucial and growing need for research-based conversations on the contexts, environments,

goals, and measures of success for Chinese-speaking learners of English. It includes sections on language assessment, perceptions in university contexts, and technology, especially in relation to young learners, in order to promote in-depth discussion of the teaching and learning of English for native speakers of Chinese. The volume's 13 research-based chapters discuss topics such as the impact and implications of using emerging assessment tools; the increase in English for Specific Purposes (ESP) courses; academic speaking and writing; and teaching in an online or hybrid environment. Throughout the book the authors draw on their knowledge of their multiple contexts, as well as their learners' needs and goals. This volume brings together innovative research for TESOL and TEFL students, language teacher educators, language policy specialists, language assessment scholars, and language teachers. Readers will become familiar with how these issues related to Chinese-speaking learners of English are being addressed in academic circles around the world.

Chinese-Speaking Learners of English

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

Teaching English Language Learners Across the Content Areas

NEW! Unlocking English Learners' Potential Strategies for Making Content Accessible Diane Staehr Fenner, Sydney Snyder Foreword by Lydia Breiseth A once-in-a-generation text for assisting a new generation of students Content teachers and ESOL teachers, take special note: if you're looking for a single resource to help your English learners meet the same challenging content standards as their English-proficient peers, your search is complete. Just dip into this toolbox of strategies, examples, templates, and activities from ELL authorities Diane Staehr Fenner and Sydney Snyder. The best part? No prior training assumed! You'll find inside every last how-to including: * How to scaffold instruction across content and grade levels * How to build background knowledge * How to analyze text through close reading and text dependent questions * How to promote oral language and vocabulary development * How to evaluate and use formative assessment $29.95, 320 pages, D17100-978-1-5063-5277-0

Foundations for Teaching English Language Learners

This book presents evidence-based strategies for supporting English language learners' (ELLs') school readiness and achievement at all grade levels. It examines the importance of communication and language use for children's learning both in and outside of school.

Instructional Assessment of English Language Learners in the K-8 Classroom

The revised and expanded edition of this bestseller is a comprehensive, easy-to-read resource that explores the theory and practice of ESL assessment. Written for anyone working with English-language learners (elementary and secondary, mainstream and ESL), this new edition of Assessment and ESL presents ideas and tools for alternative assessment. The authors offer methods of documenting the learning and progress of second-language learners—learning and progress that may not always be apparent at first glance. Like the previous edition, the new edition is filled with real stories about students who take baby steps, progress in leaps and bounds toward proficiency, and eventually learn to fly on their own.

Advocating for English Learners

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.

Teaching Science to English Language Learners

The No Child Left Behind (NCLB) Act has made 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 (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.].

Developing Reading and Writing in Second-language Learners

Common Language Assessment for English Learners

The book provides a review of scientific research on the learning outcomes of students with limited or no proficiency in English in U.S. schools. Research on students in kindergarten to grade 12 is reviewed. The primary chapters of the book focus on these students' acquisition of oral language skills in English, their development of literacy (reading & writing) skills in English, instructional issues in teaching literacy, and achievement in academic domains (i.e., mathematics, science, and reading). The reviews and analyses of the research are relatively technical with a focus on research quality, design characteristics, and statistical analyses. The book provides a set of summary tables that give details about each study, including full references, characteristics of the students in the research, assessment tools and procedures, and results. A concluding chapter summarizes the major issues discussed and makes recommendations about particular areas that need further research.

Teaching Mathematics to English Language Learners

"Provides information on demographic changes in U.S. schools; language and literacy education; program models; instruction and assessment approaches, methods, and strategies; Common Core and English language proficiency standards and accountability requirement. Includes a companion website"--

Assessing English Language Learners: Bridges to Educational Equity

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

English Language Learners Day by Day, K-6

This guide recognizes the challenges teachers face when working with English language learners, and responds with realistic and practical solutions. This book on ELL instruction will help mainstream and preservice teachers better understand how they can make their classrooms a place where English language learners thrive.--[book cover]

Unlocking English Learners' Potential

This book explores how high-stakes tests mandated by No Child Left Behind have become de facto language policy in U.S. schools, detailing how testing has shaped curriculum and instruction, and the myriad ways that tests are now a defining force in the daily lives of English Language Learners and the educators who serve them.

Metacognition in Literacy Learning

English language learners (ELLs) often face the difficult challenge of learning both a new language and new subject matter at the same time. In Teaching English Language Learners Across the Content Areas, Judie Haynes and Debbie Zacarian offer strategies, tools, and tips that teachers can use to help ELLs at all levels flourish in mainstream classrooms. This book will show teachers how to * Determine their ELLs' stages of English language acquisition. * Modify assignments and assessments in different content areas for ELLs at different stages of language development. * Ensure that all ELLs participate fully in lesson activities alongside their English-fluent peers. * Communicate effectively with parents and guardians of students from diverse cultures. Real-life examples of lessons from elementary, middle, and high school that have been modified for ELLs in language arts, math, science, and social studies classes show how to effectively put the authors' recommendations into practice. A glossary of important ELL and ESL terms is included as well, for those who are new to teaching ELLs. Whether novice or veteran, all teachers of ELLs will benefit from this wonderfully practical guide to ensuring that ELLs learn English by learning content--and learn content while learning English.

Research-based Methods of Reading Instruction for English Language Learners, Grades K-4

This volume provides the first comprehensive, research-based examination of metacognition in literacy learning. Bringing together research findings from

reading, linguistics, psychology, and education, it is logically organized as follows: Part I provides the theoretical foundation that supports the teaching of metacognition; Parts II and III provide new methods for metacognitive assessment and instruction in literacy contexts at all grade levels; and Part IV provides new information on integrating metacognition into professional development programs. Key features include: *Chapter Structure. Teacher reflections at the beginning of each chapter illustrate teacher thinking about the chapter topic and metacognitive connections at the end of each chapter link its content with that of the preceding and following chapters. *Contributor Expertise. Few volumes can boast of a more luminous cast of contributing authors (see table of contents). *Comprehensiveness. Twenty chapters organized into four sections plus a summarizing chapter make this the primary reference work in the field of literacy-based metacognition. This volume is appropriate for reading researchers, professional development audiences, and for upper-level undergraduate and graduate level courses in reading and educational psychology.

Assessing English Language Learners

Embrace the future by ensuring English Learners have a voice in school. English Learners (ELs) are the fastest-growing segment of the K–12 population. Therefore, educators must provide a voice for their needs. This book demystifies the techniques of advocacy for ELs, including: A shared sense of responsibility for EL success–Providing tools that every educator can use to ensure that ELs are effectively served An overview for administrators–Influencing policy and fostering a culture that meets EL needs Advocacy for ELs' success beyond Grade 12–Equipping ELs for life after graduation, from higher education to career decisions

English Language Learning Materials

How do we effectively teach children from homes in which a language other than English is spoken? In Improving Schooling for Language-Minority Children, a committee of experts focuses on this central question, striving toward the construction of a strong and credible knowledge base to inform the activities of those who educate children as well as those who fund and conduct research. The book reviews a broad range of studies--from basic ones on language, literacy, and learning to others in educational settings. The committee proposes a research agenda that responds to issues of policy and practice yet maintains scientific integrity. This comprehensive volume provides perspective on the history of bilingual education in the United States; summarizes relevant research on development of a second language, literacy, and content knowledge; reviews past evaluation studies; explores what we know about effective schools and classrooms for these children; examines research on the education of teachers of culturally and linguistically diverse students; critically reviews the system for the collection of education statistics as it relates to this student population; and recommends changes in the infrastructure that supports research on these students.

Advocating for English Learners

What is assessment and how is it a cultural practice? How does failure to account for linguistic and cultural variation among students jeopardize assessment validity? What is required to achieve cultural validity in assessment? This resource for practicing and prospective teachers – as well as others concerned with fair and valid assessment – provides a thorough grounding in relevant theory, research, and practice. The book lays out criteria for culturally valid assessment and recommends specific strategies that teachers can use to design and implement culturally valid classroom assessments. Assessment plays a powerful role in the process of education in the US and has a disproportionately negative impact on students who do not come from mainstream, middle-class backgrounds. Given the significance of testing in education today, cultural validity in assessment is an urgent issue facing educators. This book is essential reading for addressing this important, relevant topic.

Assessing English for Professional Purposes

The sixth volume in the Global Research on Teaching and Learning English series offers up-to-date research on the rapidly changing field of language assessment. The book features original research with chapters reporting on a variety of international education settings from a range of diverse perspectives. Covering a broad range of key topics—including scoring processes, test development, and student and teacher perspectives—contributors offer a comprehensive overview of the landscape of language assessment and discuss the consequences and impact for learners, teachers, learning programs, and society. Focusing on the assessment of language proficiency, this volume provides an original compendium of cutting-edge research that will benefit TESOL and TEFL students, language assessment scholars, and language teachers.

Second Language Task-Based Performance

This book explores implications for applied linguistics of recent developments in technologies used in second language teaching and assessment, language analysis, and language use. Focusing primarily on English language learning, the book identifies significant areas of interplay between technology and applied linguistics, and it explores current perspectives on perennial questions such as how theory and research on second language acquisition can help to inform technology-based language learning practices, how the multifaceted learning accomplished through technology can be evaluated, and how theoretical perspectives can offer insight on data obtained from research on interaction with and through technology. The book illustrates how the interplay between technology and applied linguistics can amplify and expand applied linguists' understanding of fundamental issues in the field. Through discussion of computer-assisted approaches for investigating second language learning tasks and assessment, it illustrates how technology can be used as a tool for applied linguistics research.

Assessing English Language Learners

A collection of 18 essays addressing the policy and politics of educating English language learners. Subjects include demographic change and its educational

implications, American responses to language diversity, public controversies over bilingual education, high-stakes testing and its impact on English language learners, and the precarious status of language rights in the USA.

Writing Instruction and Assessment for English Language Learners K-8

This one-of-a-kind resource offers solutions for teachers who provide exemplary instruction to students from varied cultural and linguistic backgrounds. Using real classroom experiences and current research, the authors focus on the needs of ESL learners in the regular classroom. The activities and assessment tools can be used by classroom teachers and ESL teachers working alone or together. In this book, you will find: ways to incorporate English and the home languages of the ESL students into the same lesson suggestions for informal individual and group assessments for reading, writing, and oral language ideas for welcoming new ESL students examples of criteria that can be used for the assessment of ESL students open-ended lessons and units for all learners, with accompanying reproducible masters

Instruction and Assessment of ESL Learners

Many English language learners (ELLs) require extra support to become successful writers. This book helps teachers understand the unique needs of ELLs and promote their achievement by adapting the effective instructional methods they already know. Engaging and accessible, the book features standards-based lesson planning ideas, examples of student work, and 15 reproducible worksheets, rubrics, and other useful materials. It describes ways to combine instruction in core skills with ample opportunities to write and revise in different genres. Invaluable guidance is provided for assessing ELLs' writing development at different grade levels and language proficiency levels. This book will be valuable for teachers in general education and ESL classrooms; literacy specialists and coaches; graduate students in literacy and ESL programs. It will also serve as a text in graduate-level courses such as Writing Instruction, Teaching English Language Learners, and Teaching English as a Second Language.

Cultural Validity in Assessment

This research collection presents a critical review of the materials used for learning English around the world. The first section includes a discussion of materials for specific learners and purposes, such as young learners, self-study, academic writing and general proficiency. The second section presents a detailed study of the materials used in Europe, Asia, North America, South America, Africa and Australia, and critically evaluates their effectiveness in the teaching of English to speakers of other languages. Taking both the teacher's and the learner's needs into consideration, the book makes a positive contribution to the future of research in materials development, and has practical applications. This comprehensive, critical analysis of materials in use around the world will be useful for academics researching materials development and applied linguistics and for students on post-graduate applied linguistics and ELT courses.

Assessment and ESL

"Explains why and shows how to differentiate assessments, assignments, and instruction for English language learners according to English language proficiency level and other background factors"--

Global Perspectives on Language Assessment

Assessing English Learners in U. S. Schools

Learn how to plan, implement, and evaluate common language assessments for your English learners. With this step-by-step guide, teachers, school leaders, and administrators will find organizing principles, lead questions, and action steps all directing you toward collaborative assessment. Yield meaningful information for and about EL learning preferences, build student self-assessment, and inform your instructional decision making based on reliable results.

Adult Language Learners

What can we do to help ELL students understand English? In Research-Based Methods of Reading Instruction for English Language Learners, Grades K-4, Sylvia Linan-Thompson and Sharon Vaughn provide over 60 field-tested classroom lessons for ensuring English fluency among young nonnative speakers. Each chapter focuses on research and activities in one of the following areas: *Phonemic awareness *Phonics and word study *Fluency *Vocabulary *Comprehension In addition to the many step-by-step activities and lesson plans, the book includes in-depth explications of linguistic concepts, a glossary of terms, and lists of relevant online resources. The sooner students grasp the principles of English language acquisition, the better off they are. In this book, you will find everything you need to get elementary-level ELLs reading--and learning--successfully in English.

Differentiating Instruction and Assessment for English Language Learners

Today's mathematics classrooms increasingly include students for whom English is a second language. Teaching Mathematics to English Language Learners provides readers a comprehensive understanding of both the challenges that face English language learners (ELLs) and ways in which educators might address them in the secondary mathematics classroom. Framed by a research perspective, Teaching Mathematics to English Language Learners presents practical instructional strategies for engaging learners that can be incorporated as a regular part of instruction. The authors offer context-specific strategies for everything from facilitating classroom discussions with all students, to reading and interpreting math textbooks, to tackling word problems. A fully annotated list of math web and print resources completes the volume, making this a valuable reference to help mathematics teachers meet the challenges of including all learners in effective instruction. Features and updates to this new edition include: An updated and streamlined Part 1 provides an essential overview of ELL theory in a mathematics

specific context. Additional practical examples of mathematics problems and exercises make turning theory into practice easy when teaching ELLs New pedagogical elements in Part 3 include tips on harnessing new technologies, discussion questions and reflection points. New coverage of the Common Core State Standards, as well as updates to the web and print resources in Part 4.

Educating English Language Learners

This practical resource book will familiarize teachers, staff developers, and administrators with the latest thinking on alternatives to traditional assessment. It will prepare them to implement authentic assessment in the ESL/bilingual classroom and to incorporate it into instructional planning.

Improving Schooling for Language-Minority Children

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.

English Language Learning and Technology

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.

The Education of English Language Learners

The imperative that all students, including English learners (ELs), achieve high academic standards and have opportunities to participate in science, technology, engineering, and mathematics (STEM) learning has become even more urgent and complex given shifts in science and mathematics standards. As a group, these students are underrepresented in STEM fields in college and in the workforce at a time when the demand for workers and professionals in STEM fields is unmet and increasing. However, English learners bring a wealth of resources to STEM learning, including knowledge and interest in STEM-related content that is born out of their experiences in their homes and communities, home languages, variation in discourse practices, and, in some cases, experiences with schooling in other countries. English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives examines the research on ELs' learning, teaching, and assessment in STEM subjects and provides guidance on how to improve learning outcomes in STEM for these students. This report considers the complex social and academic use of language delineated in the new mathematics and science standards, the diversity of the population of ELs, and the integration of English as a second language instruction with core instructional programs in STEM.

Assessing English Language Learners: Bridges to Educational Equity

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

This book provides an overview designed to help educators collaborate more effectively in the areas of content area literacy for the sake of their K-6 ELL students. The book weaves the practical and theoretical aspects of collaboration and suggests ways for teachers to form long term partnerships.

Listening and Reading for English Language Learners

Books in the Teaching English Language Learners (ELLs) across the Curriculum Series are written specifically for pre- and in- service teachers who may not have been trained in ELL techniques, but still find themselves facing the realities and challenges of today's diverse classrooms and learners. Each book provides simple and straightforward advice on how to teach ELLs through a given subject area, and how to teach content to ELLs who are at different levels of English language proficiency than the rest of their class. Authored by both language and content

area specialists, each volume arms readers with practical, teacher-friendly strategies, and subject-specific techniques. Teaching Science to English Language Learners offers science teachers and teacher educators a straightforward approach for engaging ELLs learning science, offering examples of easy ways to adapt existing lesson plans to be more inclusive. The practical, teacher-friendly strategies and techniques included here are proven effective with ELLs, and many are also effective with all students. The book provides context-specific strategies for the full range of the secondary sciences curriculum, including physical science, life science, earth and space science, science as inquiry, and history and nature of science and more. A fully annotated list of web and print resources completes the book, making this a one volume reference to help science teachers meet the challenges of including all learners in effective instruction. Special features: practical examples of science exercises make applying theory to practice simple when teaching science to ELLs an overview of the National Science Education Standards offers useful guidelines for effective instructional and assessment practices for ELLs in secondary grades graphs, tables, and illustrations provide additional access points to the text in clear, meaningful ways.

ROMANCE ACTION & ADVENTURE MYSTERY & THRILLER BIOGRAPHIES & HISTORY CHILDREN'S YOUNG ADULT FANTASY HISTORICAL FICTION HORROR LITERARY FICTION NON-FICTION SCIENCE FICTION