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# Assessment of English Language Learners

## *The Bridge to Educational Equity*

*Challenges are gifts that force us to search for a new center of gravity. Don't fight them. Just find a different way to stand.*

—Oprah Winfrey

**A**s educators, we are constantly challenged to make informed decisions about our students; to do so, we plan, gather, and analyze information from multiple sources over time so that the results are meaningful to teaching and learning. That's the core of the **assessment** process and the centerpiece in the education of linguistically and culturally diverse students. If reliable, valid, and fair for our students, assessment can be the bridge to educational equity.

In this chapter, we begin laying the groundwork for assessment equity by defining the ever-increasing student population known as English language learners, their unique characteristics, and the teachers with whom they work. Next, the purposes for

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assessment are mapped onto an organizing framework. Finally, the distinction between **large-scale** and **classroom assessment** leads teachers to create a framework for their implementation with English language learners.

### **ENGLISH LANGUAGE LEARNERS AND THEIR TEACHERS**

During the past decade, the staggering growth in the numbers of students with diverse languages and cultures across the United States has affected teachers and administrators from preschool through high school and beyond. This heterogeneous mix of students has had very different life and educational experiences; some are refugees, others are immigrants, still others have been born and raised here. The following is a synopsis of some of the major changes in our student population over the past decade.

#### **The Demographics of Our Schools**

There is an increased presence of linguistically and culturally diverse students, in general, and English language learners, in particular, in our schools throughout the nation. Here is a thumbnail sketch of the some facts and figures about this unique group of students.

- As of the 2002–2003 academic year, the 5,000,000 plus **English language learners** in public schools represented approximately 10% of the total pre-kindergarten (Pre-K) through Grade 12 enrollment.
- From 1993 to 2003, the growth of English language learners in elementary and secondary schools was 84% in relation to the 14% rise by the general student population.
- The greatest numbers of our English language learners live in California, with over 1.6 million; however, each of five other states has more than 125,000 identified English language learners: Arizona, Florida, Illinois, New York, and Texas.
- Nineteen states have witnessed a more than 200% growth in their English language learner population this past decade, many of which had not previously been affected by these changing demographics (National Clearinghouse for English Language Acquisition).
- There is a heavier concentration of younger English language learners, with 67% of these learners being at the elementary school level.
- Nationwide, the top 5 of the 240 reported languages, along with their percentage of the total, are as follows: Spanish (79.2 %), Vietnamese (2%), Hmong (1.6%), Cantonese (1%), and Korean (1%), with 19 additional languages spoken by more than 10,000 students (Kindler, 2002).
- Latinos or Hispanics are officially the largest minority group in the United States with 38.8 million residents, as confirmed by the U.S. Census Bureau in June 2003.
- The July 2003 update of the 2000 census reveals a continued surge in the Hispanic population, with an increase of 9.8%, followed by a 9% increase in the number of Asians. In contrast, the general U.S. population has grown at a rate of 2.5% during the same time period (El Nassar, 2003).

The linguistically and culturally diverse student population is on the rise and so too are the numbers of teachers who work with these students each day. Not all linguistically and culturally diverse students, however, are English language learners. So before we begin our journey into the world of assessment, we first need a clear definition of this important subgroup of students.

### **A Definition of English Language Learners**

Any school-aged child exposed to a culture and language, other than English, in daily interaction in his or her home environment is considered a linguistically and culturally diverse student. English language learners are a subgroup of these students, who have been identified, through assessment, as having levels of English **language proficiency** and academic achievement that preclude them from accessing, processing, and acquiring unmodified grade-level material in English. Until recently, the term *limited English proficient* was assigned to this group of students; for the most part, the remnant of this label is found only in federal legislation. Generally, the education community refers to the linguistically and culturally diverse students qualified for support services as *English language learners*, the term used in this book.

The federal government has contributed to the national conversation regarding the definition of English language learners. Title IX of the No Child Left Behind Act (the Elementary and Secondary School Act of 2001) sets some general parameters for defining these students. State criteria for identifying English language learners are more directly related to school performance, refining the federal definition.

Criteria for eligibility are often bound to assessment results. Student scores on a variety of tools with proven **reliability** and **validity** determine whether students meet the qualifications to be considered English language learners. Measures may include the following:

1. Standardized English language proficiency **tests**, anchored in state English **language proficiency standards**
2. **Standardized tests** of academic achievement in language arts, mathematics, science, and optionally, social studies, with **accommodations** for English language learners, based on **academic content standards**
3. State academic assessments or systems designed for English language learners with statewide mechanisms (in the form of **rubrics** or scoring guides) for reporting classroom-based data on language proficiency and academic achievement (in English and the **native language**, as applicable)

Initial identification and placement of English language learners generally occur at a district intake center or neighborhood school. School districts with large concentrations of linguistically and culturally diverse students may afford an assessment specialist; otherwise, teachers with specific training in **English as a second language (ESL)** or **bilingual education** should be involved in the initial assessment process. Once students are identified as English language learners and assigned to a classroom, teachers need to collaborate to create a coordinated assessment and instructional plan.

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### **The Teachers Who Work With English Language Learners**

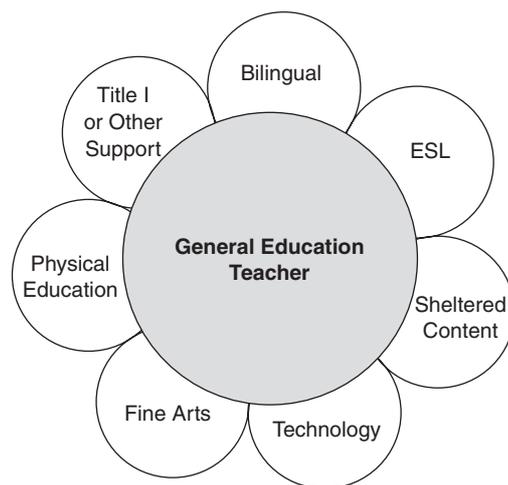
All teachers within a school should take responsibility for the education of English language learners, and many may work with these students on a daily basis. Figure 1.1 illustrates one such configuration, typical of elementary schools, where most activities center on the classroom or homeroom teacher. This flower-shaped organizational design may also apply to high schools; in this case, the centerpiece would be the students' base teacher with each of their content teachers constituting the petals.

The education of English language learners rests with all teachers in a school. As depicted in Figure 1.1, each teacher has a distinct and complementary role to ensure that students have maximum access to rigorous and challenging curriculum, instruction, and assessment. Table 1.1 describes the overall responsibilities of these teachers, each of whom contributes to the total educational program of our students.

In schools where students are afforded instruction in their native language (L1), bilingual or dual-language teachers introduce, reinforce, and assess the skills and knowledge of the core content areas (language arts/reading, mathematics, science, and social studies). By integrating native language and content, English language learners develop a strong foundation in oral language and literacy that will readily transfer to English.

ESL teachers (who have other labels in different regions of the U.S.), introduce, reinforce, and assess the language patterns and vocabulary associated with schooling and the core content areas. Implementing a content-based curriculum in English, they preview the concepts that the English language learners will encounter in the general education classroom. If students qualify for Title I, and services are offered, these teachers may assist in extending the literacy and math skills of English language learners either in their native language or in English. Likewise, the physical

**Figure 1.1** The Network of Teachers Who Might Work With English Language Learners



education, fine arts, and other resource teachers, including special education (for students with disabilities), support students' language development throughout the time they are acquiring a second language.

Classroom teachers often coordinate the English language learners' educational activities to ensure their continuity of services and a cohesive, well-articulated instructional assessment program. Their focus is on literacy instruction in English (in concert with native language literacy) as well as promoting conceptual understanding within the content areas.

In each chapter, you will encounter a reflection or two. Their purpose is to offer opportunities for you to apply some of the issues surrounding the instruction and assessment of English language learners to your own setting. These reflections are meant to be shared with colleagues to gain multiple perspectives on how to approach the challenges facing teachers. Here is the first one.

#### **REFLECTION:** Teachers Working With English Language Learners

Think about all the teachers in your school or district who are responsible for the education of English language learners. Using Figure 1.1 as a model, make a chart or diagram that reflects how they work together in providing services to students. Then describe your figure along with the roles and responsibilities of each teacher.

**Table 1.1** Primary Responsibilities of Teachers Who Might Work With English Language Learners

<i>Teacher(s)</i>	<i>Instruction and Assessment Responsibilities</i>
Bilingual	<ul style="list-style-type: none"> <li>• Native language (L1) academic support</li> <li>• Oral language and literacy development in L1</li> </ul>
English as a second language (ESL)	<ul style="list-style-type: none"> <li>• Language development in English (L2)</li> <li>• Introduction/reinforcement of concepts in L2</li> </ul>
Sheltered content	<ul style="list-style-type: none"> <li>• Language and conceptual development in English (L2)</li> <li>• Content specific skills and knowledge in L2</li> </ul>
Title I or other support	<ul style="list-style-type: none"> <li>• Literacy reinforcement in L1 or L2</li> <li>• Reinforcement of math skills and knowledge</li> </ul>
General Education	<ul style="list-style-type: none"> <li>• Literacy development in L2</li> <li>• Academic development in L2</li> </ul>
Specials (technology, fine arts, physical education)	<ul style="list-style-type: none"> <li>• Extension of language and skill development in L2 (and L1, as applicable)</li> </ul>

SOURCE: Adapted from Gottlieb and Nguyen (2004).

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### **CONSIDERATIONS IN THE ASSESSMENT OF ENGLISH LANGUAGE LEARNERS**

English language learners are a national resource that adds to the richness of our schools. A careful examination of the unique characteristics of English language learners helps teachers understand how language, culture, and prior experiences shape the identities of these diverse students. Table 1.2 identifies the factors that must be taken into account in the instruction and assessment of English language learners.

Not all data on English language learners necessary for decision making come from assessment tools. Information pertaining to students' mobility, continuity in education, types of support services, the amount of time devoted to support per week, and the language(s) of instruction over the years can be obtained through background surveys as part of school registration (see Appendices 1.3 and 1.4, at the end of this chapter, for examples). Teachers can use this survey information, in conjunction with assessment data, as a starting point for instruction and classroom assessment.

**Table 1.2** Variables That Influence the Academic Success of English Language Learners

- The language(s) and culture(s) of everyday interaction
- The exposure to academic language outside school
- Educational experiences outside and in the United States
- Continuity of educational experiences (mobility, interruption of schooling)
- Proficiency (including literacy) in the native language (L1)
- Academic achievement in the native language
- Proficiency (including literacy) in English (L2)
- Academic achievement in English
- Allotment of time per day for educational support services
- Amount and type of sustained support across years—stability of instructional program and language(s) of delivery
- Socioeconomic status in the United States, including access to resources and opportunities for learning

### **IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS**

The initial assessment process, outlined in the flowchart in Appendix 1.1, begins when any student walks through the school doors for the first time. The **Home Language Survey** (see Appendix 1.2), incorporated into the initial registration process, serves to differentiate monolingual English-speaking students from those who interact in another language and culture on a daily basis. Once students are known to have come from linguistically and culturally diverse backgrounds, further screening is required. In this first round of assessment, Tier I measures include the following:

1. Survey of oral language use (optional)
2. Literacy survey (optional)
3. Standards-based, reliable, and valid screener (test) of English language proficiency

Based on results from these and other state or district requirements, teachers—or in some cases, assessment specialists—determine if students qualify as English language learners and are eligible for support services. If so, more diagnostic information can then be obtained from a set of Tier II measures.

### **Tier I Measures**

Tier I measures provide an overall picture of students. The Home Language Survey, required by most states, serves as an initial screening device and should be made available in the students' and families' native language. A YES response to any of the questions, such as, "Does the child speak a language other than English?" triggers the subsequent administration of an English language proficiency test and optional language surveys (see Appendices 1.3 and 1.4).

Student language surveys, although not required, provide teachers insight into students' language use and literacy practices. Even though there is always caution in interpreting self-reported results, this information is invaluable in gaining insight into students' educational backgrounds and experiences. School districts or schools should translate these surveys so that they are available in the languages of the student body. Otherwise, paraprofessionals or bilingual student buddies might be helpful in translating and obtaining the information.

An English language proficiency test, approved or issued by the state, serves as the primary tool for identification of English language learners. On the basis of results for listening, speaking, reading, writing, and comprehension, students are assigned a level of English language proficiency. Those students who qualify as English language learners may then be further assessed with Tier II measures, a school or district choice, to best match students with the most appropriate and effective instructional program.

### **Tier II Measures**

Tier II measures complement Tier I measures by offering more specific information. They center on students' academic achievement (in L1 and L2) and may include standardized tests, informal reading inventories, and content-based writing samples. Although instruction may or may not be afforded in the students' native language, assessment in L1 is of utmost importance for students new to a school district.

There are several reasons for suggesting native language assessment at the time of initial identification of English language learners when instruction is offered only in English. First, English language learners are a heterogeneous mix of students with different proficiencies, literacies, knowledge bases, and school experiences. Second,

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achievement in L1 is the strongest predictor of future success in L2 (Thomas & Collier, 2002). This information is invaluable for teachers in planning and delivering instruction. Students with strong conceptual development in L1 merely need to acquire the labels for the concepts they already know; conversely, students without such a foundation may need to learn both literacy and content simultaneously. Instructional methodologies and the type of support services vary considerably for these two broad categories of students.

Student data on academic achievement pinpoint placement and provide diagnostic information for teachers. This information, coupled with that from language proficiency testing and survey results, establishes the basis for selection of an optimal program design and services for English language learners. In addition, teachers have a firm sense of how to plan sound instruction and assessment.

### **PURPOSES FOR THE ASSESSMENT OF ENGLISH LANGUAGE LEARNERS**

Unless educators know why we assess English language learners, there is bound to be misinterpretation of the data. As outlined in Table 1.3, generally, there are five major purposes for assessment of English language learners. Classroom teachers are directly involved in the ongoing monitoring of student performance (the second purpose in the table). Although the other purposes of assessment may be peripheral to day-to-day instruction, teachers may provide input for decision making and should be informed of any and all results that affect their classrooms or students.

Teachers working with English language learners need to have a sense of the students' baseline or starting point for both language proficiency and academic achievement in order to document their progress over time, either from initial placement or information from previous teachers. Classroom assessments that mirror instructional practices and the language(s) of instruction provide day-to-day feedback. Standard student portfolios, where a uniform set of original student work is collected and analyzed, offer another form of evidence of student performance.

Besides the primary purposes for assessment, classroom data on our students are necessary for other reasons. The reflection in Appendix 1.5 asks teachers to think about the most appropriate tools for assessing English language learners. Irrespective of the purposes, teachers are to base their decisions on multiple criteria and assessments.

### **AN ASSESSMENT FRAMEWORK FOR ENGLISH LANGUAGE LEARNERS**

Assessment of English language learners is a more complex undertaking than assessment of proficient English-speaking students because it involves the documentation of both language proficiency and academic achievement. Language proficiency is an expression of students' linguistic knowledge and language use in four

**Table 1.3** The Primary Purposes for Assessing English Language Learners and Their Associated Types of Measures

<i>Purposes for Student Assessment</i>	<i>Types of Measures—Use of Multiple Criteria for Decision Making</i>
Identification and placement to determine eligibility for support services	<ul style="list-style-type: none"> <li>• Home Language Survey</li> <li>• Additional language surveys and records (e.g., transcripts)</li> <li>• Standardized English language proficiency test(s)</li> <li>• Measures of academic achievement in L1 and L2</li> </ul>
Monitoring progress of English language proficiency and academic achievement	<ul style="list-style-type: none"> <li>• Classroom assessments that reflect the language(s) of instruction</li> <li>• Standard student portfolios, including student self-assessment</li> <li>• District- or school-level measures</li> </ul>
Accountability for English language proficiency and academic achievement	<ul style="list-style-type: none"> <li>• State assessment/alternate assessment for academic achievement</li> <li>• State English language proficiency test</li> <li>• District-level measures of academic achievement in L1 and L2</li> </ul>
Reclassification within or transition from support services	<ul style="list-style-type: none"> <li>• Accountability measures</li> <li>• Standard student portfolios, including student self-assessment</li> <li>• Teacher recommendations based on classroom assessments and other data (e.g., GPAs)</li> </ul>
Program evaluation to ascertain effectiveness of support services	<ul style="list-style-type: none"> <li>• Contextual variables (e.g., demographics, types of support services)</li> <li>• Accountability measures</li> <li>• Standard student portfolios, including student self-assessment</li> </ul>

**language domains;** listening, speaking, reading, and writing. In the traditional sense, language proficiency entails contexts and interactions in and outside of school; thus language competence or ability represents the acquisition of language regardless of how, where, or under what conditions (Bachman, 1990). In contrast, academic achievement reflects students' subject matter knowledge, skills, and concepts across the core content areas (language arts, mathematics, science, and social studies). It is a mark of conceptual learning directly tied to school-based curriculum and, in recent times, state academic content standards (Gottlieb, 2003).

Language proficiency and academic achievement measures used with English language learners can be plotted onto an assessment framework. Each teacher of English language learners completes the portions that apply so that all teachers will have a sense of the extent and range of assessment for these students. Table 1.4 provides a sample assessment framework; a blank form can be found in Appendix 1.6 for individual use.

**Table 1.4** A Sample Assessment Framework for English Language Learners

	Language Proficiency				Academic Achievement			
	Listening	Speaking	Reading	Writing	Language Arts	Mathematics	Science	Social Studies
<i>Assessment Measures</i>	State test of English language proficiency				State assessment of academic achievement in English or alternate assessments for English language learners in L2 or L1			
	Teacher observation Interviews or student-led conferences	Leveled readers for ESL	Journals Writing samples	Informal reading inventories	Raw math problems	Observation during science experiments	Dramatization of historical events	District measures for English language learners in L2 or L1
<i>Teacher(s) Responsible</i>	Interdisciplinary, thematic projects with language proficiency and academic achievement rubrics							

SOURCE: Adapted from Gottlieb and Nguyen (2004).

## LARGE-SCALE AND CLASSROOM ASSESSMENT

In schools, a distinction is made between large-scale and classroom assessment. Large-scale assessment refers to the use of standard conditions across multiple classrooms, including departments or grade levels, schools, school districts, or states in the planning, gathering, analyzing, and reporting of student data (Gottlieb, 2003). Classroom assessment involves the documentation of student performance that is planned, collected, and interpreted by teachers as part of the instructional cycle. Standardized, norm-referenced tests fall under the large-scale classification, whereas journal writing, for example, qualifies as a classroom measure. A comparison of the features of large-scale and classroom measures is presented in Table 1.5.

A variety of assessment tools can be classified as either large-scale or classroom-based. The primary distinction is that large-scale measures are either standard in their administration or are standardized tools; that is, teachers must use the identical set of procedures for data collection, analysis, scoring, and reporting. Classroom measures, on the other hand, are more flexible in use. Examples of these two types of assessment measures are listed in Table 1.6.

The language of assessment may vary within large-scale or classroom contexts. State assessment, for example, may be exclusively in English. However, in dual-language or language enrichment classrooms, assessment proceeds in two languages for both English language learners and proficient English speakers. The allocation of language (either L1 or L2) for instruction is mirrored in assessment. Where English language learners are not afforded support in their native language, assessment, as instruction, should be modified and given in English.

**Table 1.5** The Features of Large-Scale and Classroom Assessment

<i>Large-Scale Measures</i>	<i>Classroom Measures</i>
Summative in nature, occurring at designated time intervals, at the same month each year (such as state assessment)	Formative in nature, occurring on an ongoing basis, such as every week
Standardized or standard in their administration; teachers all read and follow the same set of directions and procedures, for example	Individualized for classrooms or students, such as a sixth-grade math test
Designed and implemented at department, program, district, or state levels (such as end-of-course test)	Teacher created; teachers construct and score the measures
Generally restricted to testing, such as multiple-choice and short-answer questions	Use of a variety of approaches and response formats where students produce original work
Within a designated time frame, such as over several class periods	Within an extended time frame, such as projects or units of instruction

**12** ASSESSING ENGLISH LANGUAGE LEARNERS**Table 1.6** Types of Large-Scale and Classroom Measures

<i>Large-Scale Measures</i>	<i>Classroom Measures</i>
State tests	Informal reading inventories
District assessments, such as norm-referenced or criterion-referenced tests, writing samples, or other performance tasks with their accompanying standard rubrics	Structured observation
Program-based assessments	Extended projects with descriptors or criteria
End-of-course tests	End-of-unit tests
Department-level tests	Performance tasks (e.g., writing samples, speeches, exhibits, demonstrations) with specific criteria or rubrics
Standard portfolios and rubrics	Student portfolios and rubrics
	Interviews and conferences
	Student self-assessment

**An Assessment Plan**

Teachers should have a plan to deal with all the assessments that occur during the school year. Table 1.7, a schedule for assessment of English language learners, provides a sample month-by-month account of large-scale and classroom measures. (A blank schedule can be found in Appendix 1.7). Depending on the context of instruction, the rows may be subdivided to differentiate assessment of English language proficiency from that of academic achievement. It may be helpful for teachers who work with English language learners to share the information or jointly complete a schedule to avoid overburdening students with assessments.

In this schedule, the dates for large-scale assessments, which are usually fixed, should be entered first. Next, teachers should collectively decide what data are most useful for evaluating students on a quarterly, trimester, or semester basis, depending on when report cards are issued. Classroom times for assessment should be selected to complement those required of large-scale measures.

**Multiple measures** of English language learners' oral language, literacy, and conceptual development should be collected throughout the year. If more than one language is used for instruction, the schedule also serves as a cross-check to ensure a match with assessment. Ready to begin instruction and assessment of English language learners, teachers will be introduced to language proficiency and academic content standards in the next chapter.

**SUMMARY AND FINAL THOUGHTS**

The growing presence of English language learners in our classrooms and the tightening of school, district, and state accountability give reason to reexamine the assessment measures we use. Appendix 1.8 is a list of measures appropriate for the

**Table 1.7** A Hypothetical Schedule for Assessing English Language Learners

	August	September	October	November	December	January	February	March	April	May	June
Language(s)	L2 (and L1)		L2 (and L1)	L2 (and L1)		L2 (and L1)			L2 (and L1)	L2 (and L1)	L2 (and L1)
Classroom assessment measures	Reading and math placements		Writing sample	Content area logs and projects		Student-led conferences			Content area logs and projects	Oral language samples	Student portfolios
Language(s)		L2					L2 (and L1)	L2 (and L1)			
Large-scale assessment measures		State English language proficiency test					District writing sample	State assessment of academic achievement			

SOURCE: TESOL Atlantic Academy, Washington, D.C.

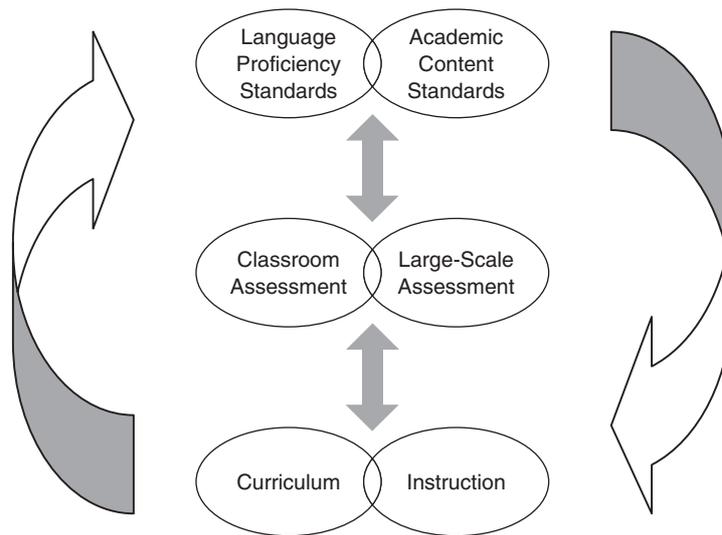
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assessment of English language learners mentioned in this chapter. Teachers need to be aware of the many forms of assessment, whether large scale or classroom based, our students encounter while in school.

Assessment is not an isolated activity but a component of a system. One such system for English language learners is illustrated in Figure 1.2. The paired components of this system can be considered gears that work in an interlocking, coordinated fashion. Anchored in language proficiency and academic content standards, large-scale and classroom measures influence curriculum and instruction.

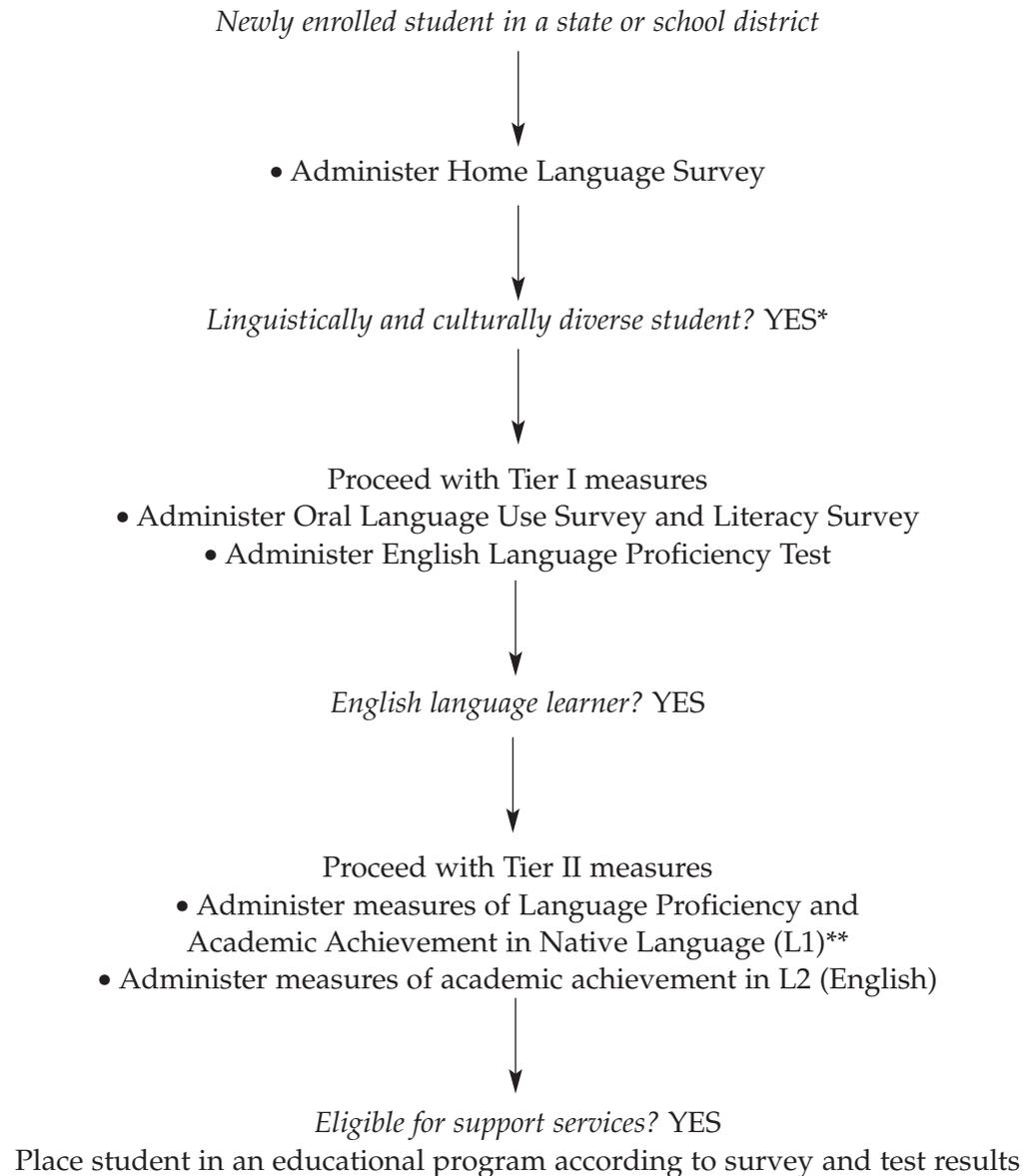
Assessment of English language learners must be inclusive, fair, relevant, comprehensive, valid and yield meaningful information. Teachers must understand the power of assessment data in helping us provide the evidence that our students are learning and making progress. Ultimately, it is our responsibility as educators to create a bridge, through sound assessment, to ensure the academic success of our English language learners.

**Figure 1.2** Components of an Assessment System for English Language Learners



## APPENDIX 1.1

### *A Decision Tree for the Identification and Placement of English Language Learners*



\*At any point where the answer to the question is NO, students are placed in the **general education program**.

\*\*Native language measures are recommended for initial entry and then annually, provided instruction is in L1.

**APPENDIX 1.2***A Sample Home Language Survey  
to Administer to Newly Enrolled Students*

Help us know about you. Please answer these questions.

Is a language other than English spoken in your home?

YES NO

Which language? \_\_\_\_\_

Do you speak a language other than English with someone in your home?

YES NO

Which language? \_\_\_\_\_

Do you speak a language other than English **every day** at home?

YES NO

4. Put an X in the box on the top line to show the grades you went to school here in the United States. Put an X on the bottom line for the grades where you went to school in another country. Put a circle around the year(s) you did not go to school.

		<i>Grade Level</i>												
Schools in the U.S.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
Schools outside the U.S.	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12

## APPENDIX 1.3

### *A Sample Oral Language Use Survey*

*Directions:* I am going to ask you which language or languages you use around your home, neighborhood, and school. Tell me if you use your first (or native) language (L1), \_\_\_\_\_, English (L2), or both languages with the people and places that I name. *As the student responds, mark the designated box.*

	<i>First or Native Language (L1)</i>	<i>Second Language, English (L2)</i>	<i>Both Languages (L1 + L2)</i>	<i>Not Applicable</i>
<i>Around Your Home</i>				
With your parents or guardians				
With your grandparents				
With your brothers and sisters				
With other relatives who live with you				
With your caregivers (if any)				
With your neighbors				
With your friends				
<i>Around Your Neighborhood</i>				
At the store				
At the clinic or doctor's office				
At church (if applicable)				
Outside, as in a park				
At a restaurant or fast food place				
<i>Around Your School</i>				
On the playground or outside				
In the lunchroom				
In the halls				
During free time				

SOURCE: Adapted from Gottlieb, M., & Hamayan, E. (in press). Assessing language proficiency of English language learners in special education contexts. In G. B. Esquivel, E. C. Lopez, & S. Nahari (Eds.). *Handbook of multicultural school psychology*. New York: Lawrence Erlbaum.

**APPENDIX 1.4***A Sample Literacy Survey for English Language Learners*

*Directions:* Which kinds of materials do you read and write outside of school? Mark the box to show whether you use your first (or native) language (L1), \_\_\_\_\_, English (L2), or both languages when you read and write.

	<i>First or Native Language (L1)</i>	<i>Second Language, English (L2)</i>	<i>Both Languages (L1 + L2)</i>	<i>Not Applicable</i>
<i>Before or after school . . .</i>				
<i>I Read</i>				
Street signs and names				
Maps or directions				
Schedules (e.g., school bus or train)				
Newspapers				
Magazines				
Notes from friends, such as e-mails				
Information from the Internet				
Brochures/pamphlets				
Short stories				
Poetry				
Books				
<i>I Write</i>				
Information on papers or forms				
Lists				
Memos or notes				
E-mails				
Letters to family members or for school				
Short stories				
Poetry or songs				

SOURCE: Adapted from Gottlieb (1999a).

## APPENDIX 1.5

### REFLECTION: Purposes for Classroom Assessment, Types of Measures, and Language of Assessment

In this table, there is a list of possible types of measures associated with a purpose for classroom assessment of English language learners (those that do not fit are marked with an X). Based on your personal knowledge, or that of other teachers in your school, write the names of the measures that are used in the designated box. Then discuss with other teachers how you use the information obtained from assessment.

Purpose for Assessment: to Determine a Student's . . .	Types of Measures				Not Applicable
	Language Proficiency		Academic Achievement		
	Languages of administration				
	L1	L2	L1	L2	
Relative language proficiency (performance in one language in relation to a second one)			x	x	
Overall progress in English language acquisition	x		x	x	
Necessity for prereferral for evaluation for learning disabilities					
Diagnosis within a specific language domain, such as reading comprehension					
Eligibility of additional support services					
Depth of knowledge on a topic within a curricular area	x	x			

## APPENDIX 1.6

### An Assessment Framework for English Language Learners

	Language Proficiency				Academic Achievement			
	Listening	Speaking	Reading	Writing	Language Arts	Mathematics	Science	Social Studies
<i>Assessment Measures</i>	State test of English language proficiency				State assessment of academic achievement in English (or alternate assessments for English language learners in L2 or L1)			
<i>Teacher(s) Responsible</i>								

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## APPENDIX 1.7

### A Schedule for Assessing English Language Learners

School year: \_\_\_\_\_ School: \_\_\_\_\_  
 School district: \_\_\_\_\_ Grade level: \_\_\_\_\_  
 Teacher(s): \_\_\_\_\_

Month	August	September	October	November	December	January	February	March	April	May	June	July
Language(s)												
Classroom assessment measures												
Language(s)												
Large-scale assessments measures												

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## APPENDIX 1.8

### *An Inventory of State, School-District, or School-Based Assessment Measures for English Language Learners*

Here is a list of measures that your state, school district, or school may currently have in place for its English language learners. Take an inventory and put an X in the boxes alongside the measures present in your setting.

- A home language survey
- An oral language use survey
- A literacy survey
- A standards-based English language proficiency test
- A standards-based measure of academic achievement in L1
- A standards-based measure of academic achievement in L2 (English)
- Accommodations for state assessment for English language learners (provisions, such as extended time, that may enhance student performance but that do not affect the test's validity)
- Informal reading inventories
- Standard classroom measures, such as oral language or writing samples, along with scoring rubrics