



This course supports the assessments for ASA1. The course covers 3 competencies and represents 3 competency units.

## Introduction

### Overview

Assessment Theory and Practice focuses on issues central to assessment in the ELL environment, including high-stakes testing, standardized tests, placement and exit assessment, formative and summative assessments, and making adaptations in assessments to meet the needs of ELL students.

### Getting Started

Welcome to Assessment Theory! Assessment is a crucial component of instruction. Assessing the learning of English Language Learners (ELLs), however, forces teachers to become aware of linguistic and cultural biases that can be present in many forms of assessment and testing. By improving your knowledge of valid assessment methods for ELLs, you can also improve how you assess all learners.

During this course, you will focus on the connection between assessment and instruction; the use of specific types of assessments (such as portfolios and standardized tests); the role of evaluation in the case of special education referrals; and the examination and use of state and local guidelines for identifying, classifying, and placing ELLs in language-support programs. You will also have the opportunity to view video segments that were filmed in classrooms with real teachers and students. To begin, view the learning resource section and enroll in the SIOP Model offered through Pearson PDTToolKit. You should plan to work through each section which contains readings, videos, activities and reflections. Competency in this course will be demonstrated through the completion of four performance tasks.

Watch the following video introduction for this course:

### Teaching Dispositions Statement

Please review the [Statement of Teaching Dispositions](#).

### Course Instructor Assistance

As you prepare to successfully demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. Course instructors are fully committed to your success!

## Competencies and Objectives

This course provides guidance to help you demonstrate the following 3 competencies:



- **Competency 620.4.1: Issues of Assessment for English Language Learning**

The graduate understands various issues of IQ assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery) as they affect ELL student learning.

  - Explain the different purposes of assessment (e.g., diagnostic, language proficiency, academic achievement) and the basic concepts of assessment in order to be prepared to assess ELL learners.
  - Explain the variety of ways in which assessments of ELL learners may be biased and therefore invalid measures of what they know and can do.
  - Identify such biasing elements in assessment situations.
  - Give examples of how the ELL teacher can prepare students appropriately for the type of assessment being used, including technology-based assessment.
  - Explain why tests are valid and/or reliable.
  - Evaluate formal and informal technology based and non-technology based assessment measures for psychological, cultural, and linguistic limitations.
  - Describe how the ELL teacher can accommodate for cultural bias (e.g., unfamiliar images and references).
  - Describe how the ELL teacher can accommodate for linguistic bias (e.g., test translations, specific test formats).
- **Competency 620.4.2: Language Proficiency Assessment**

The graduate knows and uses a variety of standards-based language proficiency instruments to inform instruction and understands the use of these instruments for identification, placement, and demonstration of language growth of ELL students.

  - Explain the difference in language proficiency assessment or language achievement assessment and standardized achievement tests.
  - Explain the nature of norm-referenced assessments and use this information to make decisions about ELL students (e.g., identification, placement, achievement, reclassification, and possible giftedness and or learning disabilities).
  - Evaluate the strengths and weaknesses of norm-referenced assessments for use with ELL students.
  - Describe ways to assess ELL learners' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures.
- **Competency 620.4.3: Classroom-Based Assessment for English Language Learning**

The graduate knows and uses a variety of performance-based assessment tools and techniques to inform instruction of ELL students.

  - Develop a set of lessons to teach test-taking and learning strategies in the ELL classroom.
  - Explain how to obtain information on the language and literacy skills of students in the native language.
  - Explain how the ELL teacher can use test adaptation techniques (e.g., simplifying the language of assessment measures and directions).
  - Describe how the ELL teacher would make corresponding adaptations in the



- scoring and interpretation of the results of such assessments.
- Demonstrate how to embed self- and peer-assessment techniques in instruction and model them across the curriculum.
- Describe the use of informal assessment in the ELL classroom.

## Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

### Learning Resources

The learning resources listed in this section are required to complete the activities in this course. WGU has provided automatic access through the course.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Government and the U.S. Department of Education:

- [Webinar recording](#)
- [Read the ESEA now referred to as the ESSA](#)
- [Fact sheet on ESSA](#)
- [Transition Letter](#)

### Automatically Enrolled Learning Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

### VitalSource E-Text

The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow. VitalSource also offers a Print on Demand option that you can purchase. You can learn more about it here: [Print on Demand](#)

- Echevarria, J. A., Vogt, M. J., & Short, D. J. (2012). *Making content comprehensible for English learners: The SIOP Model* (4th ed.). Boston, MA: Allyn and Bacon ISBN-13: 978-0-13-268972-4.

### Ebook Central E-Books

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

- Coelho, E. (2004). *Adding English: A guide to teaching in multilingual classrooms*.



Toronto: Pippin Publishing. ISBN: 0887510957.

- Popham, J. (2003). *Test better, teach better: the instructional role of assessment*. Alexandria, VA: ASCD. ISBN: 9780871209344.

EBL e-books can be downloaded to your computer or mobile device. Follow the [instructions](#) to download your e-books for offline access.

*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

## **Frontline**

You will access video modules from Frontline at the activity level within this course. The Frontline modules include video lectures, exercises, and interactive elements.

## **Enroll in Learning Resources**

Take a moment to enroll in the learning resources listed in this section. To enroll, navigate to the "Learning Resources" tab, click the "Sections" button, then click the "Enroll Now" button for each resource.

## **Pearson PDToolkit – SIOP**

The Sheltered Instruction Observation Protocol (SIOP®) Model is a scientifically validated framework for improving the academic achievement of English learners through sheltered content instruction. Developed by Dr. Jana Echevarría, Dr. MaryEllen Vogt, and Dr. Deborah Short, the SIOP® Model offers eight components and thirty features.

The PDToolkit was developed with the SIOP® author team and allows you to access a variety of information about the SIOP® Model. These video segments were filmed in classrooms with real teachers and students. They have been edited for brevity so you will not see all SIOP® features in every video. The teachers who agreed to share their SIOP lessons represent a range of teacher implementation from experienced, high implementers to teachers just learning the model. We hope you will find the videos informative and helpful as you implement the SIOP Model in your classroom.

## **ELL Calendar**

[Live Event Calendar](#). If the details of the live events are not showing properly, please log into [www.google.com/calendar](http://www.google.com/calendar) then you can refresh the calendar to see the full details. All times are listed in Mountain Time.

## **Contact a Course Instructor**

As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you. Be sure to seek help when you need it!

[Schedule an appointment](#) with a course instructor. If your assigned course instructor is not



available, we invite you to [click here](#) to schedule with an available course instructor.

## **Pacing Guide**

Following the pacing guide will help you complete the course in the suggested timeframe.

### **Week One**

- Preparing for Success
- Purpose of Assessment

### **Week Two**

- Test Validity and Reliability

### **Week Three**

- Traditional and Standardized Assessments
- Complete Performance Task 1

### **Week Four**

- Performance-Based Assessments
- Complete Performance Task 2

### **Week Five**

- Stages of Requirements, Procedures, and Instruments for ELL Student Identification, Reclassification, and Exit
- Complete Performance Task 3

### **Week Six**

- Using Assessments to Identify Student Needs
- Complete Performance Task 4

*Note: This pacing guide does not replace the course and is only offered as a suggestion. Please continue to refer to the course for a comprehensive list of the resources and activities.*

## **Purpose of Assessment**

In this section, you will begin learning about general types of assessments; for language teachers, you will also explore the reasons for creating assessments. In particular, you will focus on the use of specific ELL tests, you will examine authentic assessments, and you will learn the meaning of the term backwash.

### **Overview of Testing in Language Instruction**

You will learn to describe the features of certain kinds of tests (e.g., achievement, diagnostic, norm-referenced, criterion-referenced), explain the advantages and disadvantages of certain



kinds of testing techniques (e.g., multiple choice, gap filling), define and provide examples of authentic assessment for ELLs, and explain the term *backwash* and how it can impact language testing in positive or negative ways.

### **Kinds of Tests and Common Techniques**

#### **Read**

- [Guidelines for the Assessment of English Language Learners. ETS, 2009](#)

#### **Reflect**

- Explain the factors that influence the assessment of ELLs.
- What is *backwash* (also seen in the literature as *washback*)?
- Why are some tests inaccurate?
- What is the difference between formative and summative assessments?

### **Backwash (or Washback) in Testing**

In the textbook reading, you will see the term *backwash*, which refers to the residual effects of assessment on learners. But you will also see the same concept referred to as *washback*. The terms mean the same thing, so be aware of this when studying for the Subject-Specific Pedagogy: English Language Learning objective assessment or Praxis 0360 exam.

#### **Read**

The following monograph by Kathleen Bailey offers good information on the term backwash and the concepts of positive and negative backwash or washback:

- [Bailey, K. \(1999\). Washback in language testing. TOEFL Monograph Series. Retrieved December 31, 2007](#)

For additional information read part II in the same document.

#### **Reflect**

- Which strategies the suggestions that would be the easiest to achieve backwash?
- Which strategies would be most challenging to implement?

### **Kinds of Tests and Testing**

#### **Read**

- ["Assessment Considerations for Young English Language Learners Across Different Levels of Accountability"](#)

#### **Reflect**

- Explain the four major considerations for assessment of young ELL students and define



the following four types of tests:

- proficiency
- achievement
- diagnostic
- placement
- What is the difference between direct and indirect testing?
- What is the difference between discrete point and integrative testing? When are these kinds of tests used?
- What is the difference between norm-referenced and criterion-referenced tests? What are the purposes of each?
- What is computer adaptive testing?

### Common Test Techniques

#### Read

- [Chapter 3 \("Too Many Testing Targets"\)](#) in *Test Better, Teach Better*

#### Reflect

- What does the author note about the advantages and disadvantages of each technique? Share your opinions in the chatter.

### Teachscape: ELs & Assessment

#### Watch

- ["ELs & Assessment"](#) Teachscape Module

#### Hint

- Go to the "Principals' Corner" section and click "Hear from the Expert" to learn about assessment basics and how they are treated when testing ELLs.

#### Reflect

- What is problematic about the use of norm-referenced tests with ELLs?
- What are the benefits of criterion-referenced tests when used with ELLs?
- What is the difference between test validity and test reliability? How does your understanding of each contribute to your understanding of ELL test results?
- What are the pros and cons of including ELLs in your accountability system?
- When is it appropriate to test students in their native language?

#### Do

- Open the "Read More" tab and peruse the documents listed there.

## Test Validity and Reliability



In this section, you will learn the basics of what makes a test valid and how to determine reliability. You will explore why it is important for an ELL teacher to be able to evaluate assessments for validity and reliability.

## Validity and Reliability

Your study of assessment would be incomplete without a thorough exploration of the concepts of validity and reliability.

### Validity and Reliability for Language Teachers

#### Read

- [Chapter 4 \("Validity, Reliability, and Bias"\)](#) in *Test Better, Teach Better*

#### Reflect

- What is the difference between construct validity and content validity?
  - Make a list of ways you can make assessments more valid.
  - Describe various types of reliability.
  - What is scorer reliability?

#### Hint

- Pay close attention to the terminology in this chapter. Many terms and concepts will eventually show up on Praxis and state teacher exams.

### Making Assessments More Reliable

#### Read

- [Chapter 5 \("An Introduction to Test Building"\)](#) in *Test Better, Teach Better*

## Test Bias

After completing this section's activities, you will be able to explain the concept of bias in testing, and apply strategies for culturally-responsive testing.

### Cultural and Linguistic Bias in Testing

#### Read

- [Pages 260–268 in Chapter 13 \("Planning Instruction and Assessment"\)](#) in *Adding English*

#### Reflect

- How would you adapt your reading assessment methods?

#### Hint





- Some of these pages remind you of proficiency levels your students may have reached. Do not expect your students to perform on levels or take tests on levels beyond what they can do. If you find bias, then make adaptations wherever possible.

## Do

- Choose an assessment from a standard classroom textbook and complete the following:
  - Evaluate the assessment for linguistic bias.
  - Adapt the test to accommodate for linguistic bias.
  - Evaluate the assessment for cultural bias.
  - Adapt the test to accommodate for cultural bias.

## Frontline: ELs & Assessment

## Watch

- [ELs & Assessment](#)

## Do

- In the session overview section, peruse the links to the readings. There are some excellent readings here on testing. Feel free to read any of the files pertaining to your own professional teaching needs.
- Note any terms with which you are not familiar (e.g., diagnostic tests, norm-referenced tests, criterion-referenced tests, formative and summative assessment, high-stakes testing, etc.).
- Look up definitions for these terms. If you are unclear about the meanings of terms, please list your questions in the chatter.
- List some of the issues surrounding testing.

## Reflect

- How can these be beneficial or harmful for ELLs?

In the follow-up segments, there is a discussion about ELLs and testing. This topic is a heated one right now because high-stakes testing is so important for schools.

As a teacher, you may have strong opinions about testing.

- What is the testing situation like in your state or school?

## Preparing ELLs for Assessments

Enlarge your capability of finding ways to overcome linguistic and cultural bias in the assessment of your ELLs. Consider ways to teach ELLs various practices and strategies for improving their study and test-taking skills. After completing this section's activities, you will be able to apply a variety of strategies to help prepare ELLs for testing situations.



## Examining What You Know About ELLs and Assessment

### Reflect

- Should students learn test-taking skills? If so, how might this process be different for ELLs?
- What are some ways to help ELL students understand how to take tests?
- How can the teacher help ELL students prepare for content-area exams?

### Do

Think about what you need to do to prepare ELLs for an assessment.

- Brainstorm a list of preparation practices and strategies you find in the reading activities and website visits of this course of study.

### Reflect

- How can you make the test review process more manageable for students as they learn what strategies work for them?

## Instruction, Assessment, and the Learning Environment All Work Together

### Review

- [Chapter 10 \("Creating a Supportive Language Learning Environment"\)](#) in Adding English:
- [Chapter 13 \("Planning Instruction and Assessment"\)](#) in Adding English:

### Do

- Analyze the insights and practices you have noticed.
- Develop a study guide for ELLs.
- Create a handout you could use with your students to help them with study skills and assessment preparation.

## Traditional and Standardized Assessments

In this section, you will learn about the types of traditional assessments and the strengths and weaknesses of such assessments. There will be a specific focus on standardized language proficiency tests and standardized achievement tests. You will also cover high-stakes testing and how it can impact ELLs, as well as accommodations that can be made for ELLs in assessment.

### Traditional Assessments and Standardized Tests

This section offers an introduction to traditional kinds of testing, along with a look at language proficiency assessments, language achievement assessments, standardized achievement tests, and norm-referenced tests. After completing this section's activities, you will be able to explain



how traditional assessments differ from performance-based assessments, and describe the characteristics of several standardized English language proficiency tests and their specific uses.

### **Traditional Assessments and Standardized Tests**

#### **Reflect**

- What is the difference between language proficiency assessments or language achievement assessments and standardized achievement tests?

#### **Do**

- Make a table with columns for language proficiency, language achievement, and standardized achievement tests.
- In each column give a description of each, what they are intended to test, and examples.

#### **Reflect**

- What makes a standardized achievement test different from the other two test types?

### **Working with Grade Level Competencies**

#### **Review**

- The Grade Level and Proficiency Level quadrant charts on pages 256–263 in [Chapter 13 \("Planning Instruction and Assessment"\)](#) in Adding English

### **Norm-Referenced Tests**

#### **Reflect**

- Locate an example of a norm-referenced test and review the components.
- Describe the strengths and weaknesses of norm-referenced assessments.
- What would you tell new ELL teachers about norm-referenced assessments?

### **Standardized Language Proficiency Tests**

#### **Reflect**

- Which standardized language proficiency tests are you familiar with?
- If you are familiar with several, how do they differ from one another?

#### **Read**

The Executive Summary and document below were written in response to NCLB, however they are still relevant and present a wealth of information on a number of standardized language proficiency tests (e.g., ELDA, Mountain West, CELLA, and ACCESS). Make sure to check out its appendix, which provides an overview of existing English language proficiency tests.



- [Executive Summary to English language proficiency assessment in the nation: Current status and future practice.](#)
- [Abedi, J. \(Ed.\). \(2007\). English language proficiency assessment in the nation: Current status and future practice. University of California-Davis, College of Education.](#)

## Do

Below, you will see resources for working with young ELLs and for working with adult learners. Choose the level appropriate to your situation and visit the corresponding resources below for more information on several tests. Choose at least three tests to learn more about and reflect upon. Consider the following questions:

- What makes each test unique?
- What kinds of test items are used? How do the items differ from one another?
- How is each test used and why? For children, for adults, etc.?
- How is each test administered?

## Read

For those with an interest in young ELLs

- [Esquinca, A., Yaden, D., & Rueda, R. \(2005\). Current language proficiency tests and their implications for preschool English language learners. In J. Cohen, K. T. McAlister, K. Rolstad, & J. MacSwan \(Eds.\), ISB4: Proceedings on the 4th International Symposium on Bilingualism \(pp. 674-680\). Somerville, MA: Cascadilla Press.](#)

For adult learners

- [TOEFL \(Test of English as a Foreign Language\)](#) on the "[English Language Learning and Assessment](#)" web page
- [TOEIC \(Test of English for International Communication\)](#) on the "[English Language Learning and Assessment](#)" web page
- [TSE \(Test of Spoken English\)](#) on the "[English Language Learning and Assessment](#)" web page

WIDA is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners. WIDA has created a number of assessment instruments to test language proficiency.

## Reivew

- ["WIDA: Assessment"](#)

## Adapting Assessments and High-Stakes Testing

High-stakes tests are tests used to make important decisions about students. These include whether students should be promoted, allowed to graduate, or admitted to programs.



High-stakes assessments are considered a natural outcome of the standards movement in the United States. High-stakes tests are designed to measure whether or not content and performance standards established by the state have been achieved.

After completing this section's activities, you will be able to describe and apply a variety of accommodations that can be used for ELLs in testing, and particularly in high-stakes testing situations.

### Frontline: Validity and Reliability

#### Watch

- [ELs & Assessment](#)

#### Reflect

- Why are validity and reliability so crucial in high-stakes testing of ELLs?

In order to be an effective measure of progress, standardized tests must prove to be both valid and reliable. Test validity refers to the degree to which the test actually measures what it claims to measure. If students are not able to demonstrate their knowledge because of linguistic difficulty or cultural unfamiliarity with test items, the validity of the test becomes questionable.

Test reliability refers to the degree to which a test is consistent and stable in its reported results. A test is reliable if its results can be replicated by a student over time. Although validity and reliability are both important to make a test appropriate and fair, validity is particularly important with regard to the needs of English Language Learners.

The important points to take from this discussion of high-stakes testing are to recognize that ELLs need to be included in standardized assessments, that information obtained from testing must be used appropriately (not to sort and retain students), and that the validity of tests must be addressed by providing appropriate accommodations for ELLs (Teachscape, Inc., 2009).

### Accommodations for ELLs in High-Stakes Assessments

#### Review

- [High-Stakes Testing](#) from the LAB at Brown

#### Reflect

Answer the following questions:

- What is adequate yearly progress (AYP), and why is it so important?
- What are mainstream, content-based standards?
- What accommodations can be made for ELLs?

#### Do



- Feel free to share accommodations that you have used before in the chatter. It is also fine to discuss accommodations that were not effective. Many times you may need to further examine what does not work in order to develop better instruction and assessment.

## Read

The learning resource below is an excellent source of information on the topic of accommodations for ELLs in state assessments:

- [Willner, L. S., Rivera, C., & Acosta, B. D. \(2008\). Descriptive study of state assessment policies for accommodating English language learners. Arlington, VA: The George Washington University Center for Equity and Excellence in Education.](#)
- [Coltrane, B. \(2002\). "English language learners and high-stakes tests: An overview of the issues." ERIC Digest: Clearinghouse on Languages and Linguistics, page 4 \(ED470981\).](#)

## Complete: Performance Task 1 in Taskstream

For details about this performance assessment, see the "Assessment" tab in this course.

Self-score your task using the task rubrics in TaskStream; this is the same rubric used by the content evaluator to score your work. Make sure that your work meets the minimum requirements before submitting it.

## Performance-Based Assessments

You may have used authentic assessments many times before in the form of performance checklists or adding student work samples to portfolios. This section covers information on performance-based assessments, with a specific focus on portfolio usage.

### Performance-Based Assessments and Use of Portfolios

After completing this section's activities, you will be able to explain how traditional assessments differ from performance-based assessments, explain the features and advantages of portfolio use for ELLs as an authentic form of assessment, and describe and discuss the features of informal and formal assessments.

### The Difference Between Traditional Assessments and Performance-Based Assessments

## Review

Documents that accompanies the ["Assessment of English Language Learners"](#) webcast.

## Reflect

- What are standards of performance?
- What are performance-based assessments, and how are they different from traditional assessments?
- How does the teacher decide what type of test is best for a situation?



## Authentic Assessment

### Read

- [Assessment Portfolios: Including English Language Learners in Large-Scale Assessments](#)

### Reflect

- What is authentic assessment?
- What is performance assessment?
- What are purposes for which assessment is used with ELLs?
- What is the importance of authentic assessment?
- What are some types of authentic assessment? Why are these considered authentic?
- What is a rubric? What kinds of rubrics exist?

## Defining Authentic Assessments

### Reflect

- Which examples appeal to you the most? Why?
- Have you used any of these before?
- How might you adapt some of these for your own classroom?
- How could these be adapted for younger learners or for adults?

## Assessment in SIOP

### Read

- [Chapter 9 \("Review and Assessment"\)](#) in Making Content Comprehensible for English Learners

Notice explanations and examples of when to use review methods and when to use authentic assessments during lessons as you read pages 168–171 and 172–175.

### Reflect

- What is the difference between reviewing content materials with your students or conducting informal assessments and conducting authentic assessments?

## Writing Your Own Rubrics

### Read

- ["Ongoing Assessment of Language, Literacy, and Content Learning"](#) for more on portfolios.
- ["What is a Rubric, Anyway?" pages 95–104](#) in *Test Better, Teach Better*
- ["Rubrics"](#)



## Reflect

As a WGU student, you are very familiar with rubrics for performance assessments.

- From a learner's perspective, what are the advantages of using rubrics?
- From a teacher's perspective, what are the advantages?

Share your ideas on rubrics in chatter.

## Watch

- ["English Language Development at High School"](#) in Frontlink module.

## Hint

- Go to "Teaching Examples" and look for "Developing Writing Skills." In the example for the teacher Tony DeFazio, you will find a listing of highlights accompanying the video. Look for the section on using rubrics and click on the notepad icon.

## Frontline: Formal and Informal Assessments

## Watch

- "Working With Beginning ELD Level Students," in ["English Language Development at Middle School"](#) Frontlink Module.

## Hint

Look for the subsection "Using Assessment to Inform Instruction" and work through this subsection. This is a very short section, but it provides good definitions for the following terms:

- informal and formal assessment
- summative and formative assessment
- process and product assessment

A similar section is listed under "Working With Intermediate Level ELD Students." This section provides examples from the teacher Ms. Formoso's classroom.

## Reflect

- What are some ways in which you could informally assess learners?
- For example, how could a five-minute warm-up before a lesson function as an informal assessment?

## Applying What You Have Learned

In this section, you will write an essay about portfolio usage. For part B of this essay, you need to create a series of checklists. Be creative! If you were going to have your students use





portfolios, what kinds of checklists might you use to help them prepare and stay on task?

## Review

- [Chapter 13 \("Planning Instruction and Assessment"\)](#) from Adding English

### Complete: Performance Task 2 in Taskstream

For details about this performance assessment, see the "Assessment" tab in this course.

## Stages of Requirements, Procedures, and Instruments for ELL Student Identification, Reclassification, and Exit

In this section, you will learn about some language proficiency instruments that are often used to identify students who could be placed into an ELL program, to determine their placement level, and to monitor their growth in language competency as time passes. You will explore your state's particular requirements for assessing students for identification, reclassification, and exit from ELL programs.

### Identification, Classification, and Placement of ELLs

Your study of assessment includes becoming knowledgeable about the testing instruments and requirements for placing and monitoring ELL students while they are in your school and state. After completing this section's activities, you will be able to explain how ELLs in your state are identified for, reclassified in, and exited from ELL programs; and explain differences in state and federal policies for identification, reclassification, and exit for ELLs.

### Check Your Knowledge of How Students Are Placed Into ELL Programs

## Visit

- [Initial Assessment of Language, Literacy, and Content Knowledge](#)

## Do

- Collect information on identification, reclassification and exit. This site presents the kinds of assessments that can be used for initial assessments of language literacy and content knowledge. This excellent site from Brown provides great information on the use of home language surveys and examples of language proficiency tests.

## Reflect

- What are the regulations regarding placement of students in ELL programs?
- Are all students automatically placed in ELL programs if they are new to this country?
- What rights do parents have concerning placement?

### Classifying ELL Students

## Reflect



- How are students assessed in order to be classified as ELL?
- What must they demonstrate to be reclassified or exited from an ELL program?
- Do you know how to assess ELL students to determine which language is their dominant language?
- Do you know how to determine their language proficiency level?
- What skills do ELL teachers need to have to apply assessments to measure ELL students' proficiency, language dominance, and performance?
- What are the different assessments teachers can use, and when would you use each?

### **Applying What You Have Learned: Your State's Policies**

This section deals with identification, classification, and placement of ELLs in public schools. Locate your state's requirements for assessing students for identification, reclassification, and exit from ELL programs. You will need to know state requirements and national requirements.

### **Review**

- ["English Language Proficiency Assessment in the Nation: Current Status and Future Practice"](#)
- ["Innovative Practices in the Identification of LEP Students"](#)
- ["WIDA's 2012 Amplification of the ELD Standards"](#)

Some sites may offer information on your state's policies and assessments.

The WIDA Consortium also provides standards and language proficiency guidelines that are followed by a number of states. Check this website to see if your state is a member. Even if your state is not a member, the WIDA site has a wealth of information on placement and support of ELLs.

### **Watch**

Frontline video: [ELs & Accountability](#)

### **Analysis Activity**

#### **Do**

- Make a table of requirements for your state. Keep this list in your notebook so that you can use it to organize your task. List the following:
  - requirements
  - procedures the teacher needs to follow
  - specific instruments used to test for placement, reclassification, and exit from ELL programs

### **Applying What You Have Learned: Comparing State Guidelines With National Guidelines**

#### **Do**

Use the table of requirements you created above to help you complete this task. Many states



use the NCLB guidelines for classification of ELLs, but some states have additional guidelines that must be followed. You may not find any specific information for your state at the [NCELA](#) site. Other states have additional steps for their referral processes.

It will be useful to visit your state's department of education website, as well as any site your school district may have, for some statements on ELL requirements for assessing and placing ELL students. States and most school districts comply with NCLB and other court cases and laws regarding ELLs, which the federal government pays attention to. If your state does not have enough information for you to complete this task, then use national requirements (i.e., NCLB) or those from another state.

### **Complete: Performance Task 3 in Taskstream**

For details about this performance assessment, see the "Assessment" tab in this course.

### **Hint**

- Make sure you attach a copy of your state's requirements when you submit the task. You can copy the requirements, paste them into a word processing document, and attach the word processing file. Or, if you can find a PDF of the state documents, you can save this PDF and attach it for submission.

## **Using Assessments to Identify Student Needs**

In this section, you will begin learning about the connection between assessing special needs and identifying ELLs who may benefit from special education or education for gifted ELLs. In particular, you will focus on ways teachers can assess special learning needs of ELLs and also apply strategies for teaching them.

### **Assessing Special Learning Needs of ELLs**

After completing this section's activities, you will be able to explain factors that teachers should consider in determining if an ELL requires language and special education support, explain the special education referral process for your state, and discuss why ELLs are sometimes inappropriately given (or not given) special education support.

### **Check Your Mental Model of Assessing ELLs With Special Needs**

Some learners have special needs that require additional support. ELLs are no different—they too may require support for learning disabilities, physical or cognitive delays, giftedness, etc.

### **Reflect**

- Are there differences in assessing ELL students with special needs?
- What factors would you as the teacher need to take into consideration?
- How can you tell if problems are not normal language development issues? Think back to the stages of language development and the importance for ELL teachers to know something about phonetics and pronunciation.

Look for answers to the above questions as you progress throughout this course and your



professional career.

### Read

- "[5. When and How Should Students Be Assessed to Determine If They Have Special Needs?](#)" on the Education Alliance web page

### Reflect

- What are some of the signs that might indicate a learner has special needs?
- When and how should students be assessed to determine if they have special needs?

### Your Choice: Looking for Ways to Assess the Special Learning Needs of ELLs

### Do

- Look for ways a teacher can assess the special learning needs of ELLs.
- In the following web page readings, identify special learning needs and find useful teaching strategies.

### Read

- "[Learning Disabilities in English Language Learners](#)"
- [A Guide to Learning Disabilities for the ESL Classroom Practitioner](#)
- [National Symposium on Learning Disabilities in English Language Learners](#)
- [Gifted Education Press Quarterly](#)

### Summarizing Strategies for Teaching ELLs With Special Needs

### Do

- Select from the following list some activities to complete that will be beneficial to you and your students now or in the future:
  - After reading over some of the material in the web pages from the "Your Choice: Looking for Ways to Assess the Special Learning Needs of ELLs" activity, make a list of the specific strategies you can use to address problems ELL students with learning disabilities have.
  - Make a list of difficulties and barriers that ELL children may face when they first enter school.
  - Make a chart listing normal language progress and common problems in normal progress when disabilities exist.
  - Reflect on and answer how you would handle this hypothetical situation: If you have a child or adult in your class who you suspect has a learning disability, how might you adapt assessments and assignments? How could you examine the assessments you are using for linguistic or cultural bias?
  - Develop a template for use in determining and documenting the various sources you would use to help you decide whether or not to refer an ELL student for special education.



- Make a list of possible adjustments you could make in the learning environment to try to address students' special needs.

## Special Education Information for Your State

### Read

- [Ortiz, A. \(2001\). "English language learners with special needs: Effective instructional strategies." ERIC Digest: ERIC Clearinghouse on Languages and Linguistics, page 4, ED469207.](#)
- [Warger, C., & Burnette, J. \(2000\). "Five strategies to reduce overrepresentation of culturally and linguistically diverse students in special education." ERIC Digest: ERIC Clearinghouse on Disabilities and Gifted Education, page 4, ED447627.](#)

### Applying What You Have Learned

Go back through the instructions and rubrics for Task 4. Follow the rubrics and use the rubric sections as headings in your essay. Remember to add a reference list and cite all of the sources in APA format.

When you submit the assignment, make sure you attach a copy of your state's special education information on how to determine whether a child should be referred for special education assessment.

Make sure you understand the goal of this essay—it is not to find state documents that deal with *both* special education and ELL. This is **not** the case. This essay requires that you learn about the regulations regarding identifying and referring children (ELL and non-ELL) for special education assessments and services. You will then have to make a connection as to what this means in the case of ELLs. In other words, you need to find documents that provide information on the referral process for special education in your state. Save a copy of these documents to submit with your task.

### Complete: Performance Task 4 in Taskstream

For details about this performance assessment, see the "Assessment" tab in this course.

## Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.