

Contents

Foreword	xiii
Margaret Heritage	
Preface	xv
Organization of the Book	xv
Audiences	xvii
Acknowledgments	xix
About the Author	xxi
PART I: Assessment as a Context for Teaching and Learning:	
Bridges to Equity	1
Why Focus on Equity?	2
Why Center on Language Learners With Special Attention to English Language Learners?	2
Who Are Our English Language Learners? Facts and Figures of the Changing Demographic <i>What's in a Name?</i>	3 4
Who Are the Educators of Language Learners?	6
What Are Linguistically and Culturally Responsive Classrooms and Schools?	8
Resource 1.1 Describing Your Language Learners	10
Resource 1.2 Identifying Educators of English Language Learners	11
Resource 1.3 A Rating Scale of a Linguistically and Culturally Responsive School	12
Chapter 1 Assessment of Language Learners:	
The Bridge to Educational Equity	13
Considerations in Assessing English Language Learners	13
Identification of English Language Learners	15
<i>Phase I Measures</i>	16
<i>Phase II Measures</i>	17
Identification of English Language Learners With Disabilities	18
Educational Policy and Its Impact on Assessment	19
Principles for Assessing Language Learners	20
Formative or Summative? Which One Is It?	21
Introducing Assessment <i>as, for, and of</i> Learning	22

Purposes for Assessing English Language Learners	24
<i>Measuring Academic Language Proficiency and Academic Achievement</i>	27
<i>Planning Ahead: An Assessment Schedule</i>	28
Academic Language Use and Assessment	29
Reaction and Reflection	30
Resource 1.1 A Decision Tree for the Identification and Placement of English Language Learners	32
Resource 1.2 A Sample Language Use Survey for Newly Enrolled Students	33
Resource 1.3 A Sample Oral Language Use Survey for English Language Learners	34
Resource 1.4 A Sample Literacy Use Survey for English Language Learners	35
Resource 1.5 Purposes for Classroom Assessment, Types of Measures, and Language(s) of Assessment	36
Resource 1.6 A Hypothetical Calendar for Assessment of Learning for English Language Learners: State and District Levels	37
Resource 1.7 An Inventory of Initial Measures and Assessment Policies for English Language Learners	38
Chapter 2 Assessment of Academic Language	
Through Standards: The Bridge to Systemic Equity	39
College and Career Readiness Standards, Other Content Standards, and Related Assessment	40
Getting Organized for Standards-Referenced Assessment of Academic Language Use	41
Academic Language: The Bridge Connecting Content Standards and Language Proficiency Development Standards	42
<i>Academic Language Functions in Standards</i>	45
The Foundation for Language “Proficiency” Assessment: Language Proficiency/Development Standards	48
<i>Performance Definitions</i>	48
<i>Language Proficiency/Development Standards</i>	50
<i>Supports for Instruction and Assessment</i>	52
Implementing a Standards Framework Through Essential Actions	53
Integration of Standards and Assessment in an Educational System	55
Reaction and Reflection	55
Resource 2.1 Grouping English Language Learners by Levels of Language Proficiency	57
Resource 2.2 Language Proficiency/Development Standards	58
Chapter 3 Assessment of the Language of the Content Areas:	
The Bridge to Academic Equity	62
Planning for Standards-Referenced Assessment	64
Getting Organized for Assessment	66

The Language of Mathematics	66
<i>The Dimensions of Academic Language: Implications for Assessment and Instruction</i>	69
<i>The Language and Culture of Mathematics Operations</i>	69
<i>Measuring the Language of Mathematics</i>	71
The Language of Language Arts	72
<i>The Dimensions of Academic Language: Implications for Instruction and Assessment</i>	76
<i>Measuring the Language of Language Arts</i>	77
<i>Opportunities for Crosslinguistic Transfer Through Cognates</i>	78
The Language of Science	78
<i>The Dimensions of Academic Language: Implications for Instruction and Assessment</i>	80
<i>Measuring the Language of Science</i>	81
The Language of Social Studies	83
<i>The Dimensions of Academic Language: Implications for Instruction and Assessment</i>	84
<i>Using Cooperative Learning Strategies to Promote Oral Interaction</i>	85
<i>Using Graphic and Visual Supports for Instruction and Assessment</i>	87
<i>Measuring the Language of Social Studies</i>	88
<i>The Language of Other Content Areas</i>	90
Reaction and Reflection	90
Resource 3.1 Features Associated With Assessment of Content and Language Across the Curriculum	92

Chapter 4 Assessment of Oral Language and

Literacy Development: The Bridge to Linguistic Equity	93
Getting Ready for Standards-Referenced Assessment	94
Language Proficiency Assessment: Oral Language	95
<i>The Nature of Listening Comprehension</i>	96
<i>Instructional Assessment of Listening Comprehension</i>	97
<i>The Nature of Speaking</i>	99
<i>Instructional Assessment of Speaking</i>	100
Language Proficiency Assessment: Literacy	106
<i>The Nature of Reading</i>	106
<i>Ideas for Reading Strategies for ELLs</i>	107
<i>Expansion of Reading to Digital Literacy</i>	107
<i>Multiliteracies</i>	109
<i>Instructional Assessment of Reading</i>	111
<i>The Nature of Writing</i>	113
<i>The Difference Between Genres and Text Types</i>	114
<i>Crosslinguistic Transfer</i>	119
The Convergence of Content and Language	119
Reaction and Reflection	121

PART II: Assessment From a Different Perspective:	
The Bridge to Schoolwide Equity	123
Overview of Assessment <i>as, for, and of</i> Learning	124
The Role of Rubrics in Assessment <i>as, for, and of</i> Learning	128
<i>Holistic, Analytic, and Task-Specific Rubrics</i>	131
<i>Using Rubrics With Assessment as, for, and of Learning</i>	131
Resource II.1 Assessment <i>as, for, and of</i> Learning in My School	133
Resource II.2 A Checklist Descriptive of Linguistically and Culturally Responsive Rubrics	134
Chapter 5 Assessment as Learning: The Bridge to Student Equity	135
Connecting Students and Classrooms	137
The Role of Teachers in Assessment <i>as Learning</i>	138
The Benefits of Assessment <i>as Learning</i>	139
Assessment <i>as Learning</i> Practices	140
1. <i>Student Involvement in Planning Assessment as Learning</i>	141
2. <i>Student Involvement in Implementing Assessment as Learning</i>	141
3. <i>Student Involvement in Evaluating Assessment as Learning</i>	142
<i>Exemplifying Assessment as Learning: Students as Self- and Peer Assessors</i>	145
<i>Questions and Prompts for Self-Assessment</i>	146
<i>Types of Student Self-Assessment</i>	147
Student Self-Assessment as Information	
Gathering and Feedback	153
<i>Peer Assessment</i>	154
Reaction and Reflection	156
Chapter 6 Assessment for Learning:	
The Bridge to Teacher Equity	158
Formative Processes	159
<i>What the Literature Says</i>	160
<i>Assessment for Learning: A Teacher-Directed Process</i>	161
Common Instructional Products	174
<i>Defining Common Assessment</i>	174
<i>Academic Language Use Within Common Assessment</i>	177
<i>The Importance of Inter-Rater Agreement in Documenting Common Instructional Products</i>	178
Design and Implementation of Common Instructional Products	179
<i>Planning a Unit of Learning With Common Assessment in Mind</i>	179
<i>Evaluation of Common Instructional Products</i>	183
Reaction and Reflection	184
Resource 6.1 Example Language Expectations for Language Learners at Varying Language Proficiency Levels	185
Resource 6.2 Activities, Tasks, or Projects?	186
Resource 6.3 Planning for Common Instructional Products	187
Resource 6.4 Common Instructional Products: A Checklist for Use Prior to Implementing Performance-Based Projects	188

Resource 6.5 Common Instructional Products: A Review Sheet for Projects Involving English Language Learners	189
Resource 6.6 A Template for a Unit's Common Instructional Product	190
Resource 6.7 Curriculum Design Highlighting Academic Language Use	192
Chapter 7 Assessment of Learning: The Bridge to Administrator Equity	193
The Distinctions Among Testing, Assessment, and Evaluation	195
Validity	196
<i>What the Scores for Assessment of Learning Mean</i>	197
Interim Measures	198
High-Stakes Tests	199
<i>Linguistic Appropriateness of Assessment Measures: Implications for ELLs and ELLs With Disabilities</i>	202
<i>Norm-Referenced and Criterion-Referenced Tests</i>	202
<i>Types of Item Responses in Assessment of Learning</i>	202
<i>Provisions for Annual Testing of English Language Learners Under the Every Student Succeeds Act</i>	203
<i>The Next Generation of Achievement Testing</i>	204
<i>Accessibility and Accommodations for Achievement Tests</i>	205
<i>Practice Items From the Next Generation of Testing: Language Implications</i>	206
<i>Innovative Testlets in Mathematics and Science</i>	210
<i>Spanish Language Arts Standards and Assessment</i>	211
<i>The Next Generation of Assessment for Students With Significant Cognitive Disabilities</i>	212
<i>The Next Generation of English Language Proficiency Tests</i>	212
<i>Accessibility Features and Accommodations for English Language Proficiency Tests</i>	214
<i>Approaching State Accountability Systems</i>	215
Reaction and Reflection	216
Resource 7.1 Accommodations for English Language Learners on Annual State Tests	218
Chapter 8 Assessment Results: Feedback, Standards-Referenced Grading, and Reporting: The Bridge to Sustained Educational Equity	219
The Issue of Grading	220
<i>To Grade or Not to Grade? The Compatibility of Grading With Assessment as and for Learning</i>	221
<i>Setting Learning Goals to Anchor Grading Practices</i>	222
<i>Giving Grades to English Language Learners</i>	223
<i>Criteria for Grading in a Standards-Referenced World</i>	227
<i>A Report Card for Dual Language Learners</i>	228
<i>Can Do Descriptors</i>	229

Using Student Portfolios for Assessment and Grading	229
<i>Features of Assessment Portfolios</i>	231
<i>Contents of Assessment Portfolios</i>	231
<i>Example Assessment Portfolio Entries</i>	232
Reporting Student Progress in Portfolio Conferences	233
<i>Teacher-Student Conferences</i>	234
<i>Student-Led Conferences</i>	234
<i>Graduation Portfolios and the Seal of Biliteracy</i>	237
Final Reaction and Reflection	238
Resource 8.1 An Assessment Portfolio Checklist	240
Glossary	241
References	250
Sources for Standards and Standards-Related Documents	261
Index	263