

HW 3.4 Language Proficiency to Academic Achievement



| Learning Outcome | Pedagogical Intent | Student Position |
|---|--|--|
| <p>Understand issues of assessment and accommodation and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction.</p> <p>Assessment: 50 pts.</p> <p>Due: Session 4</p> | <p>Teachers can use their understanding about how to adjust assessments to support all students in gaining access to assessment, particularly ELs.</p> | <p>Students are learning about English Language Learner assessment practices. Now they will read Chapter 3 in the Gottlieb book in step 1 below.</p> |

Instructions

1. Read chapter three in Gottlieb, M. (2016). Assessment of English Language Learners: The Bridge to Educational Equity. In Assessing English Language Learners: Bridges from language proficiency to academic achievement (CH 3). Thousand Oaks, CA: Corwin Press.

Click the following link to download the [Gottlieb Reading Guide for Ch 3](#).

2. Write your answers to the following questions:

- Which instructional assessment strategies do you find most helpful in addressing both language and content knowledge? How might you apply these strategies to your group final product? Write about 2 examples to share with your group.
- How might you begin to design instructional assessment around key uses of academic language for one of the content areas you teach in your classroom?
- Be specific, and try out the strategy and then write about it in the reflection homework in session 4.



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