
Chapter 8 At-a-Glance

Chapter 8 contains suggestions on how you as classroom teachers can—with or without the assistance of an ESL teacher—assess students’ progress in your classroom. It is important to stress that every student—regardless of the limited nature of his or her proficiency in English—must be held accountable for at least some of the content of your lesson. Every day and every lesson counts as students work to meet the dual challenge of mastering English and standards-based content.

Highlights of this chapter include

- Adapting content assessment for LEP students
- Using performance-based and portfolio assessments
- Grading LEP students
- Accommodating LEP students on standardized tests

This chapter contains an excerpt from a comprehensive article by Deborah Short entitled “Assessing Integrated Language and Content Instruction” (*TESOL Quarterly*, Vol. 27, No. 4, 1993), which begins on page 158. It is very detailed, but if you stick with it, you will find many practical ideas for how to assess your language-minority students. The entire article and other related articles can be accessed at www.ncbe.gwu.edu.



Let us focus on our students' strengths and give them opportunities to demonstrate ability, skill, and knowledge through the medium that suits them best, whether oral or written or even, in the case of beginner students, pictorial.

—Deborah Short

CHAPTER 8: Assessment and Evaluation: How Can We Be Fair and Demanding?

1. Assessment and Instruction

Classroom-based assessment informs teachers about student progress; this type of authentic assessment can be so integrated into instruction that similar activities serve as both instruction and assessment. Building multiple ways of demonstrating knowledge into instruction also automatically builds in assessment of student progress precisely connected to curriculum. This type of assessment provides important feedback on instruction, allowing teachers to adjust to meet the needs of all students. In addition, multiple types of assessment should include standardized measures to demonstrate that language-minority students are attaining district, state, or federal standards for academic achievement.

Adapting Content Assessment for LEP Students

It is important to remember that students who are still in the process of learning English must be supported in learning grade-level academic content. They should be challenged to exercise critical thinking skills, such as analysis or synthesis, during all stages of language acquisition, even while they are in the beginning stage.

At the same time, understanding of academic subjects must be assessed in a way that allows students to demonstrate their knowledge somewhat independently of their fluency in English. Three techniques for assessing content while reducing language difficulties are scaffolding, differentiated scoring, and visible criteria (O'Malley & Valdez Pierce, 1996).

Scaffolding assessment allows students various ways to demonstrate their knowledge: exhibits or projects, graphic organizers (diagrams or semantic maps), organized lists of concepts, labeled tables or graphs completed by the students, or short answers. Students should be allowed extended time limits for completing scaffolded assessments.

A second method for assessment is **differentiated scoring**, that is, scoring students separately on content knowledge and on language. This also integrates assessment of language arts in other content areas. Students might be scored on sentence structure and the use of key vocabulary from the lesson. In addition, they would be scored on how well they understood key concepts, how accurate their answers were, and how well they demonstrated the processes they used to derive their answers.

A third method for adapting assessment is to use **visible or explicit criteria** for scoring. Students become familiar with scoring criteria before the actual assessment is given, especially if they will be scored separately on content knowledge and language conventions (differentiated scoring). Students might be involved in creating criteria for a good science report or steps in solving a word problem. They should practice applying these criteria to actual examples in order to become familiar with the criteria.

Specific Ways You Can Hold Your ELL Students Accountable for Lesson Content

Level 1: Novice Students

(Up to six months in an English-speaking classroom with ESL/bilingual support)

Assessment Modifications

All Students

- _____ Have student point to the picture of a correct answer (limit choices)
- _____ Have student circle a correct answer (limit choices)
- _____ Instruct student to draw a picture illustrating a concept
- _____ Instruct student to match items
- _____ Have student complete fill-in-the-blank exercises with the word list provided
- _____ Reduce choices on multiple-choice tests
- _____ Give open-book tests (provide page and paragraph where answer can be found)
- _____ Test student orally in English or the native language

Students with grade-level literacy in their native language

(if bilingual person is available)

- _____ Instruct student to write what he or she has learned in the native language
-

Level 2: Beginning Student

(Up to two years in an English-speaking classroom with ESL/bilingual support)

Assessment Modifications

All Students

- _____ Instruct student to match items
- _____ Have student complete fill-in-the-blank exercises with the word list provided
- _____ Give open-book tests

- _____ Ask student to retell/restate (orally and in writing)

- _____ Instruct student to define/explain/summarize orally in English or the native language

- _____ Have student compare and contrast (orally and in writing)

- _____ Use cloze procedure with outlines, charts, time lines, etc.

Students with adequate literacy in their native language (if bilingual person is available)

- _____ Instruct student to write what he or she has learned in the native language
-

Level 3: Intermediate Students

(Up to five years in an English-speaking classroom with ESL/bilingual support)

Assessment Modifications

All Students

- _____ Instruct student to explain how an answer was achieved (orally and in writing)

- _____ Have student complete fill-in-the-blank exercises

- _____ Ask student to retell/restate (orally and in writing)

- _____ Instruct student to define/explain/summarize (orally and in writing)

- _____ Have student compare and contrast (orally and in writing)

- _____ Use cloze procedure with outlines, charts, time lines, etc.

- _____ Have student analyze and explain data (orally and in writing)

- _____ Instruct student to express opinions and judgments (orally and in writing)

- _____ Have student write essays

2. Performance-Based and Portfolio Assessment Definition of Terms

Informal or Alternative Assessment

These are not technical terms, so there are no uniformly accepted definitions. *Informal* and *alternative assessment* are used interchangeably and indicate the following: any method, other than a standardized test, of determining what a student knows or can do; activities that reflect tasks typical of classroom instruction and real-life settings and that represent actual progress toward curricular goals and objectives; and activities that are monitored and recorded in some way, either by teacher observation, peer observation, or student self-assessment.

It should also be noted that informal and alternative assessment measures are by definition criterion-referenced (for example, learners are classified according to whether or not they are able to successfully perform a set of tasks or meet a set of objectives). Norm-referenced tests, on the other hand, relate one learner's performance against the normative performance of a group. Standardized tests can be either norm- or criterion-referenced.

Performance-based assessment is a type of informal or alternative assessment and is characterized by activities that are specifically designed to assess performance on one or more instructional tasks: activities in which students demonstrate specific skills and competencies are rated on a predetermined scale of achievement or proficiency, and activities that are rated by a teacher or other professional, rather than by peer or self-evaluation.

Portfolio assessment is a technique for qualitative evaluation. It is characterized by the maintenance of descriptive records of a variety of student work over time, the purposeful and systematic collection of student work that reflects growth toward the achievement of specific curricular objectives, and the inclusion of student self-evaluation as well as teacher evaluation.

Portfolio assessment in ESL has been used mainly to follow progress in reading and writing. Portfolios can, but need not necessarily, contain samples of student writing, records of oral language progress, records on reading achievement over time, and information on the results of formal achievement tests.

Project Rubric

Score	Creativity	Understanding	Appearance	Responsibility
3	Project has many details that show imagination	Details show true facts of Native American life	Project is neat and colorful	Turned in on time
2	Project has a few details that show imagination	Some details were not part of Native American life	Neat but needs more color	Project is one day late
1	Project completed quickly with no details	Details were not part of Native American life	Project is messy	Project is two or more days late

Scoring:

12 = A +

11 = A

10 = B +

9 = B

8 = C +

7 = C

6 = D +

5 = D

4 = E

Story Retelling Checklist: Self-Assessment

Name _____ Date _____

Story title _____ Author _____

Please put an "X" in the box that describes your ability to do the following:

	On my own	With help from a classmate or the teacher	I cannot do this yet
I can name the main characters.			
I can describe the setting.			
I can report the events in chronological order.			
I can identify the main issues or problems.			
I can describe the resolution.			
I can express my feelings about the story and compare it to another story or event in my life.			
I can identify my favorite part of the story or my favorite character and tell why.			

Portfolio Assessment in the Foreign Language Classroom

3. Types of Language Performance-Based Assessment

Performance-based assessment should not be limited to a single activity type. In fact, using performance-based tasks gives teachers the freedom to probe with language that formal measures often lack. Whatever activity type is used, never assess more than three items at a time. For instance, a role-play might be designed to see if students can respond to “what” and “where” questions; ask for or respond to clarification; and read addresses or telephone numbers. Any more detail would be difficult for beginning students to integrate and even more difficult for teachers to rate.

Activities should be as authentic and as integrated as possible. If reading or writing would be a natural occurrence within a given context that is mainly geared to oral communication, then it should be part of the assessment. Whether oral or literacy activities are being devised, the key to successful performance-based assessment is the creation of activities that do not rely on language beyond the student’s capability.

The activity types listed below are all designed for teacher-student, student-student, triad, or group settings. They concentrate more on oral communication and/or reading than on writing. (The portfolio activities will concentrate on writing.) Activities that pair students or use group interaction are the most numerous. They are often more natural than teacher-student interaction, save classroom time, and give the teacher the ability to listen and watch more closely while acting as rater for one or more students. Oral activity types include the following:

- Role play
- Student-student description, using picture or written prompts
- Oral reporting to whole class
- Telling a picture story, using a sequence of three or more pictures
- Interviews, using written prompts
- Completing the dialog/conversation, using written prompts

- Debates, either one-on-one or small group, with turn-taking
- Brainstorming
- Passing the message on among three to six students
- Giving instructions from picture, diagram, or written prompts
- Completing incomplete stories
- Games

Features of Portfolio Assessments

Portfolios are files that contain a variety of information assessing student performance relative to instructional objectives. They are a practical way of assessing student work throughout the entire course. Portfolios can include samples of student work, such as stories, completed forms, exercise sheets, pictures drawn and captioned by students, or other written work; tapes of oral work, such as role play or presentations; teacher descriptions of student accomplishments, such as performance on oral tasks; formal test data; and checklists and rating sheets such as those at the end of this section. Like performance-based assessment, portfolios encourage teachers to use a variety of ways to evaluate learning and to do so over time. These multiple indicators of student performance are a better cross-check for student progress than one type of measure alone.

While it is each student’s responsibility to put his/her “best work” in the portfolio file, it is the teacher’s responsibility to choose the categories of work that should be placed in the file (for example, a written story about people; a description of surroundings; a tape of an oral account of a trip). Student work should be collected with a purpose, and each item a student places in the file should reflect progress toward a particular learning goal. In addition, teachers need to maintain checklists or summary sheets of tasks and performances in the student’s portfolio to help them look systematically across students, to make instructional decisions, and to report consistently and reliably.

Portfolios may be particularly appropriate for use with highly mobile migrant students in addition to LEP students for the following reasons:

- For students moving from one teacher or school to another, portfolios can pass along critical information on their strengths and needs so that the new teacher does not duplicate assessments that have already been conducted.
- For students being considered for placement at different levels within an ESL or bilingual education program, portfolio results can determine their ability to function at various levels.
- For students being considered for transition from an ESL or bilingual education program to a mainstream, English-only program, portfolio results can measure performance relative to classmates in the mainstream.
- For students being considered for pre-referral to special education programs, portfolio results can be used to determine whether performance is related to language proficiency, including both native language and English literacy skills.

Sample of Rubric for Rating Writing Samples Rating Criteria

5

- Vocabulary is precise, varied, and vivid.
- Organization is appropriate to writing assignment and contains clear introduction, development of ideas, and conclusion.
- Transition from one idea to another is smooth and provides the reader with clear understanding that the topic is changing.
- Meaning is conveyed effectively.
- A few mechanical errors may be present but do not disrupt communication.

3

- Vocabulary is simple.
- Organization may be extremely simple or there may be evidence of disorganization.
- There are a few transitional markers or repetitive transitional markers.
- Meaning is frequently clear.
- Mechanical errors affect communication.
- Shows some understanding of writing and topic development.

4

- Shows a clear understanding of writing and topic development.
- Vocabulary is adequate for grade levels.
- Events are organized logically, but some part of the sample may not be fully developed.
- Some transition of ideas is evident.
- Meaning is conveyed but breaks down at times.
- Shows a good understanding of writing and topic development.

2

- Vocabulary is limited and repetitious.
- The sample is composed of only a few disjointed sentences.
- There are no transitional markers.
- The meaning is unclear.
- Mechanical errors cause serious disruption in communication.
- It shows little evidence of discourse understanding.

1

- Responds with a few isolated words.
- No complete sentences are written.
- There is no evidence of concepts of writing.

0

- There is no response.

Figure 8-1.
Sample Holistic Criteria

Source: S.S. Moya, Evaluation Assistance Center (EAC)—East, Georgetown University, Washington, D.C., 1990.

Sample Assessment Instrument for Content-Specific Language Functions

Listening: The student is able to

1. Understand explanations without concrete referents:

- Not at all some of the time very well most of the time

2. Follow directions for experiments:

- Not at all some of the time very well most of the time

3. Understand oral numbers:

- Not at all some of the time very well most of the time

4. Understand oral word problems:

- Not at all some of the time very well most of the time

Speaking: The student is able to

1. Answer questions:

- Not at all some of the time very well most of the time

2. Ask for clarification:

- Not at all some of the time very well most of the time

3. Participate in discussions:

- Not at all some of the time very well most of the time

4. Explain and demonstrate a process:

- Not at all some of the time very well most of the time

5. Present oral reports:

- Not at all some of the time very well most of the time

6. Explain how an answer was derived:

- Not at all some of the time very well most of the time

Reading: The student is able to

1. Understand specialized vocabulary:

- Not at all some of the time very well most of the time

2. Understand information/explanations in textbooks:

- Not at all some of the time very well most of the time

3. Find information from graphs, charts, and tables:

- Not at all some of the time very well most of the time

4. Follow directions for experiments:

- Not at all some of the time very well most of the time

5. Find information in reference materials:

- Not at all some of the time very well most of the time

6. Read at varied rates (skimming and scanning):

- Not at all some of the time very well most of the time

7. Read mathematical notations and equations:

- Not at all some of the time very well most of the time

8. Understand written word problems:

- Not at all some of the time very well most of the time

Writing: The student is able to

1. Write answers to questions:

- Not at all some of the time very well most of the time

2. Note observations:

- Not at all some of the time very well most of the time

3. Describe experiments:

- Not at all some of the time very well most of the time

4. Write reports:

- Not at all some of the time very well most of the time

5. Label maps, graphs, and charts:

- Not at all some of the time very well most of the time

6. Write verbal input numerically:

- Not at all some of the time very well most of the time

Excerpted from Helping Language-Minority Students after They Exit from Bilingual/ESL Programs by Else V. Hamayan & Ron Perlman

Using Portfolio Results

Portfolio results can be used in a variety of ways. The Sample Portfolio Analysis Form shown in Figure 8-2 is an essential component in many of these uses:

- **Diagnosis and placement**—Student strengths and needs are examined with regard to major curriculum objectives.
- **Monitoring student progress**—Growth in learning over the course of the semester or school year can be monitored.
- **Feedback on the effectiveness of instruction**—If individual students are not progressing, the instructional approach should be re-evaluated and appro-

priate adaptations made to meet each student's needs. One possible conclusion is that a student needs instructional support beyond the services provided by the classroom(s) in which the portfolio has been maintained.

- **Communication with other teachers**—This includes other members of the portfolio team (especially ESL/bilingual teachers) and those at other schools to which students may transfer.
- **Student feedback**—Portfolios enable students to comment and reflect on their progress and to plan what they would do to improve.

Sample Portfolio Analysis Form

DATE: 5/1/00

STUDENT: Marisel, A.

TEACHER: Jones

GRADE: 8

EDUCATIONAL GOAL: Student demonstrates ability on variety of writing tasks

PERFORMANCE TASK CONTENTS: ILLUSTRATING STUDENT PROGRESS DATE:

- Demonstrates interest and ability Literacy Development Checklist 3/20/00 in variety of writing
- Writes a short story Writing Sample: My Parents' Story 4/22/00
- Writes to communicate with others Letter 4/10/00 Dialogue Journal 3/31/00
- Expresses writing preferences Self-Assessment of Writing 4/24/00
- Shares writing with others Anecdotal record 4/06/00

Summary Comments:

Figure 8-2

Reading/Writing Portfolios: Sample Contents

Arlington County Public Schools, Virginia, Elementary ESOL HILT Program

Reading

- Teacher observation log
- Examples of what student can read
- Books/materials read
- Audiotape of student reading
- Test results, formal and informal
- Conferencing forms
- Examples of skills mastered

Writing

- First piece of writing each year
- Learning log, dialogue journal
- January and May writing samples
- Drafts and final products from different genres (personal narratives, exposition, letters, poems, essays, reports)
- Graphics (illustrations, diagrams)

Stratham Memorial Elementary School, New Hampshire, Reading/Writing Portfolio

Reading

- Favorite books/authors list
- Genre graph, indicating type of literature preferred
- Journal entries
- List of completed books

Writing

- Writing sample and cover sheet
- List of completed pieces
- Evaluation
- Goals and/or self-evaluation
- Annual narrative summary by student

Orange County Public Schools, Florida, Literacy Portfolio Components

Core Elements

- Reading development checklist
- Three writing samples
- List of books read independently

Optional

- Student self-assessment
- Audiotapes of student reading
- “Things I Can Do” list
- Test results, formal and informal
- Reading comprehension tests
- Teacher observations and anecdotal records

Fairfax County Public Schools, Virginia, ESL Program

Core Elements

- Two writing samples
- Two oral production samples
- Informal reading assessment
- List of books to read
- Results of Degrees of Reading Power (DRP) test, Grades 7–12

Optional Elements

- Dialogue journal excerpts
- Teacher observations
- Reading/writing checklists
- Student self-assessment
- Audio/videotapes
- Student-selected work

Figure 8-3

4. Grading

Report card grades are an important part of the communication among teachers, students, and parents (Stiggins, 1988). Grades have two basic purposes in the classroom: to reflect student accomplishments and to motivate students. While grades may indicate the level or rank order of student performance, experts question their success in serving as an incentive for students to exert greater effort. Teachers often comment that not all students see grades as motivating (Stiggins, Frisbie, & Griswald, 1989). Grades are extrinsic motivation not derived from self-determined criteria, as in learning out of interest and self-created goals. Moreover, as Kohn (1994) notes, people who are promised extrinsic rewards for an activity “tend to lose interest in whatever they had to do to obtain the reward.” Wiggins (1993) indicates that grades can be a disincentive to some students because, particularly when teachers grade on a curve, somebody always loses, and a portion of the class is made to feel inept.

Despite the problems we have identified with grading practices, our experience leads us to believe that grades can be useful if they are based on authentic assessments and are assigned following certain guidelines. Grades are requested regularly by parents as a guide to their child’s performance and are useful as an overall indicator of student achievement. When combined with illustrative samples of student work and with informative scoring rubrics, grades can provide parents and other teachers with a comprehensive picture of student growth and achievement. Part of the usefulness of grades depends, however, on establishing relatively uniform criteria for grades in a school or among classrooms.

The introduction of authentic assessment (including portfolios) to accompany more innovative forms of instruction expands considerably the alternatives that can be used to establish classroom grades. Teachers using authentic assessments evaluate students on samples of classroom performance that may include reports, projects, and/or group work. In authentic assessment, student performance is often rated using scoring rubrics that define the knowledge students possess, how they think, and how they apply their knowledge.

Because the rubrics are specific (or at least should be) their use tends to reduce teacher-to-teacher variations in grading, especially if the teachers base their ratings on a common set of anchor papers. With the use of portfolios, teachers can provide parents with specific examples of student work to illustrate the ratings they give to students on the scoring rubrics. Furthermore, with authentic assessment, teachers often establish standards of performance that reflect what students should know or be able to do at different levels of performance that may also reflect different levels of mastery. Finally, teachers using authentic assessment share the criteria for scoring student work openly and invite discussions of the criteria with students and parents.

With these new opportunities comes a challenge: to define the procedures by which scoring rubrics and rating scales are converted to classroom grades. In rating individual pieces of student work, one option is to directly convert rubrics on a 1–4 scale to corresponding letter grades. This could work acceptably provided that the points on the rubric represent what you consider to be “A-level” performance, “B-level” performance, and so on. While this may be effective in some cases, it is not always a good practice because definitions of what students know and can do at the different levels on the rubric do not always correspond to what is considered to be A or B performance. Further, it may be unwise to confuse the informed feedback provided by a scoring rubric with the external reward of a grade (Kohn, 1994). Thus, a second option is to establish independent standards of performance corresponding to letter grades. That is, identify in advance exactly what students receiving an A, B, etc. are expected to know and do in meeting the course objectives. Then obtain a student grade by comparing the student’s actual performance with the established standard. The standard corresponding to grades can reflect overall student performance across activities or projects, thereby avoiding the difficulty of having to create standards for grades on each student product. The score on a rubric for each activity provides effective, informed feedback to students on their work, and the standard

provides them with direction on what they need to accomplish.

Our recommendations in grading and communicating student performance with authentic assessment are as follows:

- Assign scores to individual student achievement or growth based on a scoring rubric or an agreed-on standard to reflect mastery of classroom objectives.
- Assign weights to different aspects of student performance as reflected in class assignments (e.g., projects, reports, and class participation).
- Reach agreement with other teachers and with students on the interpretation of the summed score with respect to grades.
- Do not assign grades for effort, and especially do not combine effort and achievement in a single grade.
- If you assign grades for group work, assign separate grades for the group product and for individual contributions.

In using anecdotal records to support grades:

- Use the language of the rubric to help you write anecdotal comments, describing specifically what each student should know and be able to do, and use examples to communicate.
- Link your comments to instructional goals, and (where appropriate) distinguish between language proficiency and content-area knowledge and skills.
- In expressing concerns, focus on (1) what the student knows and can do and (2) your plan or strategies for helping the student improve.

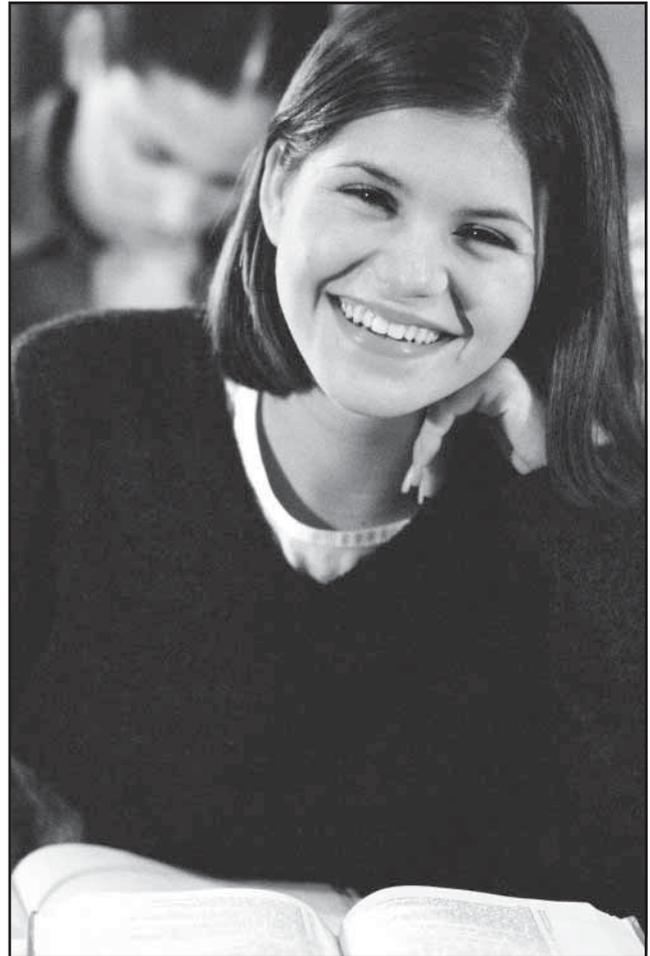
- Discuss growth over time in addition to current performance.
- Use anecdotal comments to provide feedback on group work and group participation.
- Use enclosures: a one-page class or course overview, samples of the student's work, the student's self-evaluation, a letter from you, etc.

We believe that teachers should explore alternative forms of assessment and grading that are adapted to their instructional methods and to the scoring rubrics they use in evaluating student performance. In one such approach (Brodhagen, 1994), a grade-level middle school teacher attempted to accomplish three goals: to establish a grading system that was consistent with an integrative (thematic) curriculum, to involve students in the design of classroom assessment and grading, and to avoid the stigma attached to grades of D and F by giving students opportunities to improve their work. She and a cooperating teacher agreed to assign only grades of A, B, C, or I (Incomplete) and graded only if the student turned in 80 percent of required work because anything less would be insufficient to grade. Students were involved in the assessment of their own learning and also in the design of this system. Students selected five or six pieces from a portfolio to represent their "best work," wrote a self-evaluation of the quarter's work, and wrote goals for the next quarter. The teacher used all of this information in a quarterly parent-teacher-student conference with considerable success and a high degree of student participation.

5. Assessing Integrated Language and Content Instruction

Integrated language and content instruction has become a popular alternative to traditional ESL instruction. Researchers have recommended this instructional approach to develop students' academic language ability and facilitate their transition to mainstream classes. Practitioners have also favored this approach for several reasons: to prepare students for mainstream classes, increase student motivation and interest with content themes, and make ESL students feel part of the mainstream school curricula. Over the past ten years, much progress has been made in developing, implementing, and refining strategies and techniques that effectively integrate language and content instruction. However, the issue of assessment is still being resolved. Neither traditional language tests nor content achievement tests are adequate. The difficulty with assessment centers on isolating the language features from the content objectives so that one does not adversely influence the other.

How to teach academic content has been the first barrier to cross in order to improve educational practice for language-minority students, but a second remains—how to assess student comprehension of subject matter and student language skill development. Students and teachers realize that most assessment instruments actually test both content concepts and language ability, particularly reading comprehension and writing. Because language and content are intricately intertwined, it is difficult to isolate one feature from the other in the assessment process. Thus, teachers may not be sure whether a student is simply unable to demonstrate knowledge because of a language barrier or whether, indeed, the student does not know the content material being assessed. Yet, a distinction needs to be drawn, especially if a student is not succeeding in a course.



6. Assessment Reform

At present, assessment dominates the educational reform dialogue. Inadequacies in current practices have led many educators and observers of educational progress in the U.S. to call for changes in assessment procedures. (See, e.g., Linn & Baker, 1992; NCEST, 1992; NCRMSE, 1991.) The emphasis on assessment reform comes from many fronts: teachers, administrators, government officials and politicians, researchers, education consultants, and business leaders. At the local level, it is tied to accountability, program evaluation, programmatic support, community support, student achievement, student promotion, and credibility. Beyond the school district boundaries, it is linked to college entrance requirements, the national standards movement, and workplace skills. It affects teacher and administrator careers, public funding of programs, school choice, and more.

There are several reasons to assess student learning in the classroom: to place students in classes, to measure student progress and achievement, to guide and improve instruction, and to diagnose student knowledge of a topic before it is taught. Such assessment must be carried out carefully. Educators now acknowledge that standardized tests with short answer or multiple-choice items do not provide an accurate picture of student knowledge as a whole (Ascher, 1990; CCSSO, 1992; MSEB, 1991); therefore, it is inappropriate to base placement, achievement levels, and instructional plans solely on standardized test results. In addition, a task force commissioned by the National Center for Research on Evaluation, Standards, and Student Testing (NCRESST, 1992) has recognized that student diversity and educational equity play a role in test performance. In the monograph it is preparing, the task force plans to recommend nonstandardized, alternative assessment approaches for measuring student ability. Although school systems will continue to use standardized tests to measure and compare student progress, alternative assessment must also become part of the student evaluation package.

The demand for assessment alternatives to paper-and-pen multiple-choice tests has grown among language and content educators who want more

accurate measures of their students' knowledge. For some educators, alternative measures may simply entail incorporating open-ended questions and essays into existing tests. For others, alternative assessment would be organized to permit students to demonstrate their knowledge and abilities over a long period of time, as through portfolios. Still others look at authentic assessment—requiring students to conduct tasks that mirror the use of the concept or operation or manipulative (for example, microscopes, geoboards, or fraction bars)—as the solution in the real world.

Assessing the Integration of Language and Content

The many varieties of alternative assessment include performance-based tests, portfolios, journals, projects, and observation checklists. Although these measures allow better demonstration of student knowledge, they can nonetheless confound teachers of language-minority students. Complications arise first because teachers must determine whether the language or the content is being assessed in these alternative measures. Then teachers must distinguish between the language and content knowledge of the students and decide if one is interfering with the demonstration of the other.

For instance, students who can solve math computation problems correctly and thereby demonstrate mastery of mathematical operations may be unable to solve a math word problem requiring the same computations if their English proficiency is not at a level capable of understanding the words and assumptions in the problem. Conversely, students who can write a well-constructed essay about their country's agricultural practices and thereby demonstrate mastery of paragraph development with topic sentences and supporting details may be unable to write an essay on the decline of the U.S. automobile industry if the topic, its relevant vocabulary, and notable people and events are unfamiliar.

Clearly, educators of language-minority students grapple with this dilemma every day. As a result, one strong recommendation has emerged: Objectives should be defined before designing or choosing any instructional procedure, ranging from a lesson plan to an exam. Although it is not uncommon to find teachers assigning two grades—one for form (for example, grammar, vocabulary, spelling, topic sentences) and one for content (for example, topical, accurate, interesting)—to a writing sample such as an essay, this practice does not work for all subject areas or testing situations. Instead, it is more advisable to focus on a single objective, whether it is content or language specific. Some assessment tools can be used exclusively for checking content comprehension, whereas others can be designated as language development measures. A word of caution is in order: even within a language assessment instrument, teachers must make a choice whether to measure fluency or accuracy.

A second recommendation from field experience concerns flexibility. School systems should include both formal and informal measures in their overall assessment plan and must support teachers who develop and implement a diverse repertoire of assessment tools. Although all students can benefit from a wide range of assessment procedures, variety is particularly important for language-minority students because they (a) are often unfamiliar with the type of standardized tests usually required in U.S. schools, (b) may have different learning and testing styles, and (c) may be unable to demonstrate the extent of their knowledge at a single sitting on one designated testing day. Further, particularly in the case of standardized tests, language-minority students should be given more time for completion because they must process both language and content information embedded in the test.

The remainder of this paper proposes an assessment framework with the underlying philosophy that alternative measures should be incorporated into lesson planning frequently and informally as a significant part of instruction. Successful implementation of the framework requires that (a) students be given frequent opportunities to demonstrate the growth of their knowledge base, (b) assessment tools be varied to meet individual learning styles, needs, and current skill levels, and (c) students be made aware of the assessment objectives in advance.

An Assessment Matrix

Overall, assessment should be viewed holistically but in an integrated language and content course. Where students are asked to demonstrate knowledge and ability in several areas, it is important to separate language issues from subject area concepts. The following matrix (Figure 8-4) is offered to language and content educators as a guide for selecting their assessment tool and for determining in advance their assessment objective: language or content. (Some of the categories have been derived from work conducted by the author and colleagues at the Center for Applied Linguistics, from Griffiths & Clyne, and from work by Kessler & Quinn, 1992.) This matrix examines what might be assessed and how the assessment might be done. It is a first step in distinguishing between these two categories of learning for a language-minority student.

The objectives of an integrated language and content course can be divided into the following categories: problem solving, content-area skills, concept comprehension, language use, communication skills, individual behavior, group behavior, and attitude. These areas can then be assessed through some of the following alternative measures: skill checklists and reading/writing inventories, anecdotal records and teacher observations, student self-evaluations, portfolios, performance-based tasks, essay writing, oral reports, and interviews.

Some overlap will occur between the language and content distinctions when some of the objectives, such as certain problem-solving activities, require that language (oral or written) be demonstrated. If students solve a mixture problem in algebra but are asked to explain and justify the steps taken, language is required to do so. They must recall the vocabulary terms, articulate coherent sentences, and make use of transition markers such as *then* and *next*. The overlap can be clarified, however, by varying the assessment alternatives and categorizing the objective areas for assessment—as the divisions in Figure 8-4 show. The key is to select the type or types of assessment carefully and to focus consistently on the objective. For instance, by looking at the process a student undertakes when solving a problem through anecdotal records kept during class, a teacher can note that the student made estimations before seeking a solution and checked the

work before turning it in. When checking on language use, the teacher may have the student report orally on a solved problem and listen for appropriate use of technical terms.

The matrix also distinguishes between individual and group work. As indicated earlier, content and language teachers often engage students in cooperative activities, and this practice benefits language-minority students. However, all students must also be able to complete tasks individually. When language-minority students are placed in mainstream classes, they will be expected to work on group and

individual assignments; thus, assessing their preparation in these areas is important.

The final category of the matrix considers student attitude toward content subjects. Determining a student's attitude toward a subject can be enlightening for a teacher in terms of selecting curricula and promoting student participation. There is ample anecdotal evidence that if students like a subject and/or recognize its importance, they will be motivated to work hard and perhaps be more successful in that course.

**Figure 8-4:
Integrated Language
and Content
Assessment: What
and How**

		HOW							
		Checklist, inventory	Anecdotal record, teacher observation	Student self-evaluation	Portfolios	Performance, manipulatives	Written essays, reports	Oral reports	Student interviews
WHAT	Problem solving								
	Content area skills								
	Concept comprehension								
	Language use								
	Communication skills								
	Individual behavior								
	Group behavior								
	Attitudes								

Assessment Activities

At this point, it may be useful to demonstrate the use of this matrix by describing some activities that might occur in several cells. For illustrative purposes, various subject areas and classes found in the U.S. school system are represented.

1. Problem Solving: Anecdotal Record

Objective: To determine if students make use of problem-solving techniques.

In an integrated language and mathematics class, the teacher has asked students to solve some word problems. As the teacher walks around the room, s/he notes that some of the students are drawing diagrams as they work out their solutions. The teacher records in a notebook students who try several diagrams, those who compare diagrams with others, and those who do not draw diagrams.

2. Problem Solving: Essays, Reports

Objective: To evaluate student ability to analyze and describe problem-solving processes.

Students are shown an algebraic word problem and two correct but different solutions written by other students. They are asked to write an essay describing the steps each student took to generate his or her solution to the problem. Then they are shown a third student's solution that resulted in an incorrect solution and are asked to explain where and how that student erred.

3 Problem Solving: Interview

Objective: To have students reflect metacognitively on steps taken to solve a health problem in an integrated language and health class, the teacher has set up the following scenario:

A village in India uses a common well as its source of drinking water. The water has become polluted, and villagers are getting sick. You students are the scientists given the task of determining the source of the pollution.

The teacher allows students to discuss the problem in groups and then interviews several students individually. During the interview, the teacher asks the students what hypotheses they

have generated, what steps they will take to solve the problem, and why they chose those steps.

4. Content Skills: Skills Checklist

Objective: To determine if students are able to use science equipment properly.

In the first quarter of the year, the physical science teacher introduces the class to various scientific instruments that will be used in experiments throughout the year. During this time, the teacher maintains a skills checklist for each student. (See Figure 8-5 for some sample items.) As the students use the equipment in class, the teacher records the date and his/her evaluation of the student's ability.

5. Content Skills: Student Self-Evaluation

Objective: To measure the ability to perform mathematical computations.

At the beginning of the school year, the teacher in an ESL math class decides to give students a checklist to report their computation skills. (See Figure 8-6 for some sample items.) The teacher plans to use this checklist as a diagnostic assessment tool along with other measures, such as a placement test, to guide whole class, small group, and individual instruction for the first quarter. To help some students, the teacher reads the checklist aloud as the students fill it out.

6. Concept Comprehension: Portfolios

Objective: To assess student knowledge of ways protest has influenced social change.

One objective of a U.S. history class is to recognize the role of protest in engendering change in society, such as legislation or revolution. In the third quarter of the year, the teacher asks students to prepare a portfolio that demonstrates their awareness of different types of protest and their subsequent results. Students are required to collect newspaper clippings of current events and comment on the protests described. They are encouraged to analyze the motives behind the protests and make predictions about resulting future change, drawing on historical comparisons.

Science Equipment Skills Checklist (Sample)

	Mastery of skill	Needs assistance	Unable to do
1. Read a graduated cylinder			9/16
2. Use a pipette			
3. Read a metric ruler	9/10		
4. Read a thermometer	9/13		9/10
5. Use a balance			

Figure 8-5

Student Self-Evaluation Checklist (Sample)

	Yes	No	Sometimes
I can add a column of four numbers.			
I can multiply two-digit numbers.			
I can divide by a three-digit number.			
I can add fractions.			
I can divide fractions.			
I can change a percent to a decimal.			

Figure 8-6

To accommodate different language abilities, the teacher allows the students to write their comments or record them on audiotape to include in the portfolio. At the end of the quarter, the teacher will review the portfolios, looking for student historical knowledge and conceptual comprehension.

7. Concept Comprehension: Performance

Objective: To measure student ability to distinguish between regular and irregular polygons.

In a geometry class, the teacher distributes paper, scissors, yarn, and several geoboards. Because the teacher wants to minimize the language

barrier that might interfere with the students' performance, the teacher provides written and oral instructions for each task. Beginning with the paper and scissors, students are instructed to cut out geometric shapes, such as an isosceles triangle, an irregular pentagon, and a circle. Next, they are told to create a square, a rectangle, and an irregular six-sided figure with their geoboards and yarn. Scanning the room, the teacher can quickly assess the students' comprehension of these polygons.

8. Language Use: Checklist

Objective: To determine student familiarity with synonymous terms for mathematical operations.

The pre-algebra teacher has drawn up a checklist of terms that s/he would like the class to know for the operations of addition, subtraction, multiplication, and division. To determine if they can link the terms to the symbols, the teacher designs a paired activity based on a technique in the Pre-Algebra Lexicon (Hayden & Cuevas, 1990). One partner receives a sheet with the operational symbols, the other the terms in verbal mathematical expressions (see Figure 8-7). The partner with the expressions reads them aloud. The other partner circles the correct symbol for the operation. In reviewing the worksheets, the teacher indicates on her checklist the terms students know and do not know.

9. Language Use: Oral Presentation

Objective: To measure student knowledge of key vocabulary terms, question formation, and sentence structure.

In an elementary-level family life course, students have been studying hygiene. Their assignment has been to interview family members and neighbors about their dental hygiene habits and prepare an oral presentation of their findings.

The teacher has encouraged them to prepare some charts or graphs to share. During the presentation, the students are expected to relate their interview questions, the subjects' responses, and their conclusions about dental hygiene habits.

While they present, the teacher listens for key terms and grammatical questions and answers.

10. Communication: Portfolios

Objective: To evaluate student knowledge of genetics through several modes of communication.

The high school biology class began a unit on genetics recently. On the first day, the teacher distributes a K-W-L chart and had the students fill in the What I Know about Genetics and the What I Want to Learn sections. (The final section, What I Learned, will be part of a portfolio.) Based on what students put in their charts, the teacher generates a list of objectives for the portfolio. Three days later, the teacher explains the portfolio procedure that would be used over the next four weeks and the list of items to include. (See Figure 8-8.) The teacher explains that students should begin working on the items and emphasizes that the objective is to see if students can create a portfolio that communicates the knowledge they have acquired about genetics.

11. Communication: Written Essays

Objective: To determine student ability to write a persuasive letter about a community issue.

In a civics class, students read a hypothetical newspaper article about the county government's decision to allow a local developer to raze some old

Vocabulary in Mathematics Operations	
Partner A: Read the Expressions to Your Partner	Partner B: Circle the Symbol of the Operation You Hear
Expression	Operation
1. Thirty minus eleven	+ - x /
2. Sixty-five times two	+ - x /
3. The quotient of sixty-four and eight	+ - x /
4. One less than ninety-six	+ - x /
5. Four increased by eighteen	+ - x /
6. One third of twenty-seven	+ - x /

Figure 8-7

Genetics Portfolio Assignment

A. For your Genetics Portfolio, please include the following six items:

1. Design a tree diagram tracing the genetic history of eye color in your family for three generations.
2. Write a prediction and explanation for your child's eye color if your spouse has gray eyes.
3. Explain the difference between fraternal and identical twins. Draw pictures to illustrate the difference.
4. Select one lab report from the genetics experiments we conduct in class. Explain how the experiment increased your knowledge of genetics.
5. Write a dialogue between two or three people discussing a genetic disease.
6. Complete the What I Learned section on your K-W-L chart for the genetics unit and include it in your portfolio.

B. Choose two additional items to show me what you know about genetics.

Figure 8-8

apartment buildings and build expensive, single family homes and a small shopping center.

The article explains that the low-income building housed poor families but was in disrepair. Students are then instructed to take a position for or against the development plan and write a letter to the county government or to the newspaper outlining their position and making recommendations.

12. Individual Behavior: Anecdotal Record

Objective: To measure student ability to conduct research.

The middle school language arts teacher has been focusing on research study skills in class. The teacher has introduced students to the library and reviewed the process for conducting research, including generating a research question. Each student has reflected on a piece of literature previously read in class and comes up with a question he or she would like to answer, perhaps about the historical background of the story. While the students conduct their research, the teacher records vignettes of student actions. The teacher notes if students use the card catalogue, if they consult with the librarian for additional

sources, if they make note cards, and so forth. At the end of the research activity, the teacher will have some insight into which individuals are able to conduct research and which need more practice in the process.

13. Individual Behavior: Performance

Objective: To determine student knowledge of the scientific observation process.

At the conclusion of a unit on the senses, during which groups of students conducted several experiments, students work individually on a lab practical to demonstrate their observation skills. Each student is given water, clear plastic or glass cups, and colored, nontoxic fizzy tablets. They are told to place the tablets in water, observe what happens, and then write down their observations. The teacher will give credit for observations that were accurate and used sensory methods such as sight, taste, smell, and hearing.

14. Group Behavior: Student Evaluation

Objective: To use social skills during group tasks.

After a week-long social studies project that resulted in a group presentation on several inven-

tions designed during the Industrial Revolution and their impact on the students' lives today, the teacher distributes a group evaluation sheet to the students. (See sample items in Figure 8-9.) They are asked to complete it individually at first and then meet with the group to resolve any differences among group members.

15. Group Behavior: Reports

Objective: To evaluate students' abilities to work in a group to prepare an oral presentation.

In the second semester of the year, small groups of middle school students are assigned the task of studying one class of animal (e.g., reptile, fish, bird) and preparing an oral report.

These students had participated in cooperative learning activities previously. To facilitate the first phase of the process, the teacher asks each student to research a different representative animal and share that knowledge with group mates. In the second phase, the teacher suggests the students choose roles such as illustrator, recorder, reporter, and so forth. The students are expected to prepare and present the report collaboratively. During the class time devoted to

the project, the teacher evaluates the group process and notes whether (a) all the students participated, (b) they stayed on task, (c) they pooled their information, (d) they selected roles and followed them, and (e) their final report was a balanced representation of their work.

16. Attitude: Interview

Objective: To assess student recognition of the role of geography in society.

World geography had been an elective course in one high school but became required for graduation this year. Anticipating discontent among the seniors forced to take the course, the teacher decides to conduct group interviews. Within the first two weeks of school, the teacher asks small groups of students their feelings about the geography course, their knowledge of other countries' natural resources and land features, and geography's importance in their lives now and in the future. At the end of the course, the teacher asks the students similar questions to determine if their attitudes have changed and whether the teaching has been successful in helping students gain an appreciation of geography.

Group Evaluation Form (Sample)				
<i>Please respond to the following statements. Circle A for All, M for Most, S for Some, and N for None.</i>				
	All	Most	Some	None
How many members brainstormed ideas for the report?	A	M	S	N
How many members followed his/her assigned role?	A	M	S	N
How many members prepared the final report?	A	M	S	N
How many members praised the ideas of the others?	A	M	S	N
How many members stayed on task during class most of the time?	A	M	S	N

Figure 8-9

Discussion

It is unlikely (and unnecessary) for all cells of the matrix to be filled during any one curricular unit or course. The matrix (Figure 8-4) should be used to display the distribution of alternative assessment practices and the objectives teachers have measured. By keeping track of the filled-in cells, teachers can gauge their efforts at meeting the learning and testing styles of students and make adjustments if the choice of assessment measures has been unbalanced—all content skill measures or all written reports, for example.



The suggested assessment tools allow for oral, written, pictorial, and physical demonstrations of knowl-

edge on the part of the students. They also balance control and responsibility for assessment outcomes between teachers and students. The checklists and observations are informal and teacher controlled; students need not know they are being assessed. The interview process incorporates opportunities for clarification and probing by both the teacher and the students. The other tools are student controlled. Students make their own decisions about the amount of effort they expend to complete the tasks.

Teachers may want to use measures for assessing students beyond those described in the matrix. Journals, profiles, reading logs, and simulations, for instance, may be substituted in the columns or added to the matrix. The increasing use of multimedia technology in the language classroom offers additional avenues for assessment. Video and audiocassette tapes, which may be made at regular intervals and preserved, can capture student oral language development as well as growth of content knowledge. Computers, with tracking and branching capabilities, can individualize student assessment and monitor student progress. Computer simulations with interactive screen and audio components can engender assessment designs that measure all four language skills, problem solving, mastery of content objectives, and more.

The framework recommended in this article involves a time-consuming process. In setting up and implementing the matrix, teachers have to plan ahead and delineate their assessment objectives as they teach because assessment should be linked closely to instruction. Flexibility is important, and insight into student learning styles is crucial. In some instances, teachers will need guidance in evaluating some of the measures. Scoring a portfolio or performance-based task, for example, often requires listing criteria and developing a rating scale in advance. Furthermore, because some administrators and funding authorities prefer quantitative data when making program decisions, teachers should be aware that these individuals may need some training in interpreting the information some of these qualitative assessment tools reveal.

Conclusions

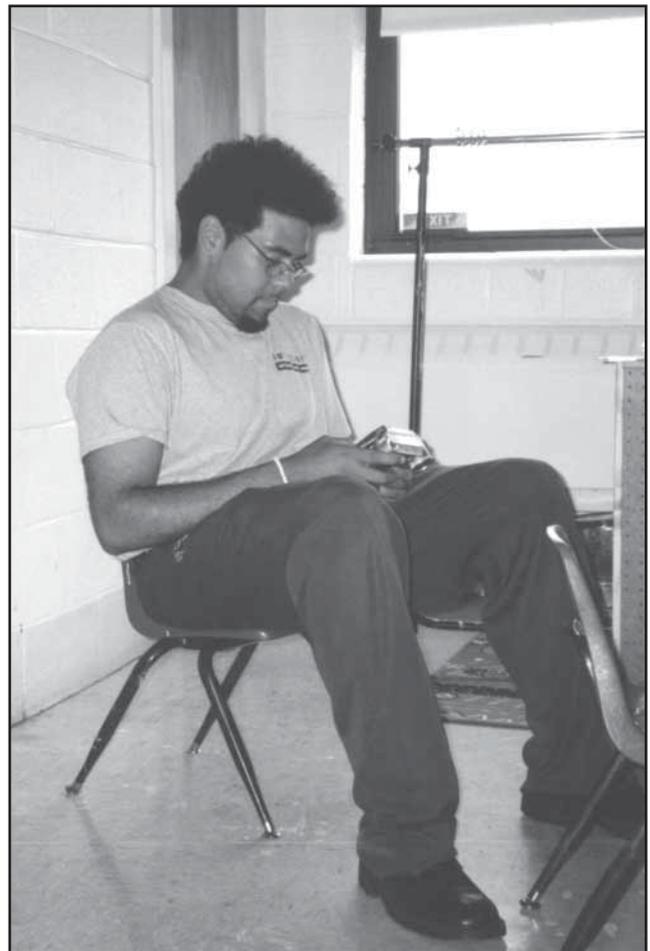
We must always remember that in integrated language and content courses, we are doubly burdening our ELL students. We are demanding that they learn enough English—academic English—to be mainstreamed and that they receive, process, and retain content information, much of which will be unfamiliar in terms of their prior schooling and life experiences. But we have little choice. Time and interest take their toll on our students' educational careers: time because most students do not have five to seven years to master English before approaching a content course in the U.S. educational system, and interest because a grammar-based curriculum is not particularly appealing to a student who wants to fit into the school environment.

Most studies on best practices have pointed to the integration of language and content as an approach to assisting students with limited English proficiency. No approach is without drawbacks, and even if assessment is the weak link in the integrated language and content approach, the framework offered in this article aims to strengthen that aspect of instructional practice. Clearly, some standardized tests and paper-and-pencil chapter tests will continue to be used, but they are not satisfactory as the sole measures of student achievement.

After all, at the heart of instruction is the desire to help our language-minority students learn, and at the heart of assessment is the need to determine whether our students have learned. We must assist them in that process by trying new alternatives that are not so language-bound, time-restrictive, or autonomous. Further, we must design assessment practices that mirror instructional practices. Let us focus on our students' strengths and give them opportunities to demonstrate ability, skill, and knowledge through the medium that suits them best, whether oral or written or even, in the case of beginner students, pictorial. Let us familiarize them

in advance with the assessment measures and give them adequate time to complete the tasks. Let us help them take some responsibility for their own evaluation, especially through tools such as student checklists, reports, and portfolios. Good assessment is recognized as that which reflects actual classroom practices, not a one-time standardized exam.

Excerpted from Assessing Integrated Language and Content Instruction, Deborah J. Short, 1993, TESOL Quarterly, Vol. 27, No. 4, www.ncbe.gwu.edu



7. Standardized Testing and LEP Students

Predominance of Standardized Testing as a Measure of Student Achievement

In recent years, there has been increasing emphasis on setting high standards for all students and holding schools accountable for reaching those standards. When educators take into account what second language research tells them about how long it takes to acquire a language, they conclude that holding LEP students to these high standards will require more resources than they now possess. Most states have adopted “waivers” for LEP students that exempt the students from taking the tests for a period of one to three years, but most LEP students will still have difficulty performing well on standardized tests that are both linguistically and culturally biased. In addition, many districts are introducing end-of-course tests for high school which are not subject to a state’s waiver policy. Check with your ESL teacher, a guidance counselor, or a district assessment person about policies related to exempting students with limited mastery of English from state- or district-mandated tests.

This issue is entirely too complex to discuss in depth here, but there are things that we—as teachers—can do to improve what seems like a no-win situation. Some suggestions include the following:

- Help LEP students to learn the strategies and skills required for taking a standardized test.
- Advocate for intensive ESL/bilingual programs in your local district.

- Find out about special “testing modifications” (for example, extended time, having test read aloud in English, use of bilingual dictionary) that your state allows, and use these modifications when you test your students on a regular basis in the regular classroom. Most states require that testing modifications allowed on the state tests must be used on a routine basis with LEP students in their classrooms or the students will not be able to benefit from them when the tests are administered. If you are unsure of which modifications should be used, ask your ESL teacher, guidance counselor, or district assessment person about which modifications are recommended for each of your LEP students.
- Ensure that if an LEP student is able to take a portion of a standardized test (for example, math), that he or she participates as soon as possible.
- Educate yourself about second language acquisition and recommended strategies for LEP students so that you’ll be a more informed advocate for sensible policies.

You are not alone in feeling that simply setting higher standards does not ensure that LEP students will be capable of achieving them. However, if we consider this movement as a process that will end in improving educational programs for all students, then we can work at not only improving our own teaching, but also advocating at every level for programs that we know will help LEP students achieve in ways we never thought possible.

Examples of Testing Modifications Available to ELL Students (Virginia)

Accommodations which maintain standard conditions

Timing/Scheduling

- Time of day
- Student takes only one or two subtests a day (requires individual or small group testing)
- Longer breaks between subtests (requires individual or small group testing)
- Multiple test sessions (a subtest must be completed in one session)
- Flexible schedule (order of tests)

Setting

- Preferential seating (at the front of the room or in a study carrel)
- Small group testing
- Individual testing
- In a location with minimal distractions

Presentation

- Simplify oral directions
- Masks or markers to maintain place

Accommodations which do not maintain standard conditions

These accommodations should be used only if the testing committee agrees that testing the student under standard conditions would not yield scores that are an accurate representation of the student's achievement.

Nonstandard accommodations include the following:

- Extended time
- Breaks during a subtest
- Reading of test items on subtest, other than "Reading," in English
- Use of a bilingual dictionary
- Reading the embedded written directions in English to the student

Does the student typically receive accommodations, such as those listed, during instruction or during classroom assessments in the content covered by the subtest?

- If yes, the committee should consider allowing these same testing accommodations during test administration.
- If no, the student should take the subtest without any accommodations.

Student Ideas about What Would Help Them Succeed on Tests of ELLs

Here are the findings of focus groups that were asked a variety of questions about their experiences with preparing for taking standardized tests.

Extra Time

- Make sure that test administrators know that students can take as much time as they need. Many students were not able to finish because they were told to stop.

Separate Setting

- Taking the test in a separate setting could be helpful but must be the student's choice.
- Taking the test with other LEP students probably would be more comfortable because others also would need extra time; there wouldn't be pressure to stop before completing the test.

Written Translation

- Translation of directions could help some students. There were many examples of students missing parts of the directions and how these probably affected their test performance.
- While translation of the math test, with its many word problems, probably would help students, there is concern about the potentially negative consequences of receiving a "Pass-Translate" notation.

- Two factors complicate matters: (1) students have not attempted the math problems in their first languages, so translation might not be all that useful, and (2) since many students cannot read their first language, translations would have to be oral, not written.

Audiotapes

- Students with low reading skills might benefit from listening to an English tape of the math test.

Scoring Option

- A "Pass-LEP" scoring option would help some students, especially grade 12 students at risk of not graduating.
- Most want to achieve the "Pass-State" level on the tests; the other options would be acceptable only if they are not "held against" LEP students.

Test Preparation

- All supported spending class time on practice tests as well as having these available to take home.
- There was also support for offering classes to help students pass.
- Parents did not want the tests made easier for LEP students; they wanted the students to be taught effectively so that they can pass at the standard level.

Excerpted from Findings from Research on Accommodated Statewide Assessments for English Language Learners, M. Thurlow, K. Liu, C. Quest, S. Thompson, D. Albus, M. Anderson, 1998, Minnesota Assessment Project, National Center on Educational Outcomes, University of Minnesota

References

Ancess, J., & Darling-Hammond, L. (1994). *Authentic Teaching, Learning, and Assessment with New English Learners at International High School*. National Center for Restructuring Education, Schools, and Teaching (NCREST), www.tc.columbia.edu/~ncrest/navigation



Gomez, E. L. (1999). *Assessment Portfolios and English Language Learners: Frequently Asked Questions and a Case Study of the Brooklyn International High School*. Northeast and Islands Regional Educational Laboratory at Brown University, www.lab.brown.edu

Moya, S., & O'Malley, M. (1994). A Portfolio Assessment Model for ESL. *The Journal of Educational Issues of Language-Minority Students*, v13, Spring 1994, www.ncbe.gwu.edu

Navarrete, C., Wilde, J., Nelson, C., Martinez, R., & Hargett, G. (1990). *Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs*. Program Information Guide # 3, National Clearinghouse for Bilingual Education, www.ncbe.gwu.edu

Navarrete, C., & Gustkee, C. (1996). *A Guide to Performance Assessment for Linguistically Diverse Students*. Evaluation Assistance Center, New Mexico Highlands University, Albuquerque, New Mexico.

O'Malley, M., & Valdez Pierce, L. (1996). *Authentic Assessment for English Language Learners*. Addison-Wesley.

Short, D. (1993). Assessing Integrated Language and Content Instruction, *TESOL Quarterly*, 27, (4), Winter 1993, www.ncbe.gwu.edu