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Ute Knoch, Susy Macqueen



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□-□□□□ □□□ , English Language Proficiency Assessments for Young Learners Mikyung Kim Wolf,Yuko Goto Butler,2017-05-25 English Language Proficiency Assessments for Young Learners provides both theoretical and empirical information about assessing the English language proficiency of young learners Using large scale standardized English language proficiency assessments developed for international or U S contexts as concrete examples this volume illustrates rigorous processes of developing and validating assessments with considerations of young learners unique characteristics In this volume young learners are defined as school age children from approximately 5 to 13 years old learning English as a foreign language EFL or a second language ESL This volume also discusses innovative ways to assess young learners English language abilities based on empirical studies with each chapter offering stimulating ideas for future research and development work to improve English language assessment practices with young learners English Language Proficiency Assessments for Young Learners is a useful resource for students test developers educators and researchers in the area of language testing and assessment *Formative Language Assessment for English Learners* Rita MacDonald,Timothy Boals,Mariana Castro,H. Gary Cook,Todd Lundberg,Paula A. White,2015 The significant challenges faced by English Language Learners ELLs become greater during the middle and high school years when they must learn more abstract academic concepts with emergent English language skills and differing levels of background knowledge To meet these challenges ELLs need immediate feedback about how the development of their language abilities interacts with their academic performance and teachers need practical strategies to help ELLs develop the specific content and language abilities necessary for success In *Formative Language Assessment for English Learners* the research team of Rita MacDonald Timothy Boals Mariana Castro H Gary Cook Todd Lundberg and Paula A White demonstrates what good language assessment for formative purposes is explains the cycle of formative language assessment and shows how it unfolds stage by stage in a school setting Based on a five year collaborative project with middle and high school teachers in three major school districts the book presents a process for Weaving a language focus into content lessons Analyzing students language from writing samples to help them broaden their linguistic choices Creating active partnerships with students as they learn and practice new ways to use English When classrooms are defined by effective language assessment for formative purposes they become dynamic spaces in which teachers can use that information to plan clear attainable steps to increase student learning and students develop deeper understandings of both academic content and academic language *Formative Language Assessment for English Learners* provides practical strategies to implement a unique process for formative assessment that can truly change classroom practice This team of authors works together at the Wisconsin Center for Education Research WCER at the University of Wisconsin Madison and have collaborated on formative language assessment for English Language Learners through their work for WIDA World Class Instructional Design and Assessment a 36 state consortium that supports academic

language development for linguistically diverse students through standards assessment research and professional development

Common Language Assessment for English Learners Margo Gottlieb, 2011-07-01 Learn how to plan implement and evaluate common language assessments for your English learners With this step by step guide teachers school leaders and administrators will find organizing principles lead questions and action steps all directing you toward collaborative assessment Yield meaningful information for and about EL learning preferences build student self assessment and inform your instructional decision making based on reliable results

English Language Proficiency Testing in Asia Lily I-Wen Su, Cyril J. Weir, Jessica R. W. Wu, 2019-11-19 As the demand for English language education grows in Asia there has been a parallel growth in the development and implementation of standardized tests at the local level Offering much needed context on locally produced tests in Asia contributors examine emerging models for English language assessment and the impact these large scale tests have on the teaching and learning of English Chapters address the following well known and developing high stakes tests in different regions across Asia the GEPT the TEPS the VSTEP the CET the EIKEN and TEAP and the ELPA Brought together by world renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center LTTC one of Asia's leading testing institutions based in Taiwan this volume is a useful reference for evaluating developing and validating local tests of English and their societal impact Comprehensive and research based chapters cover historic backgrounds sociocultural contexts test quality international standing and future considerations Ideal for graduate students researchers and scholars in language assessment TESOL TEFL and applied linguistics this book will also be of interest to language teaching professionals language test developers and graduate students in Asian studies and international education intercultural communication and intercultural studies

Global Perspectives on Language Assessment Spiros Papageorgiou, Kathleen M. Bailey, 2019-02-07 The sixth volume in the Global Research on Teaching and Learning English series offers up to date research on the rapidly changing field of language assessment The book features original research with chapters reporting on a variety of international education settings from a range of diverse perspectives Covering a broad range of key topics including scoring processes test development and student and teacher perspectives contributors offer a comprehensive overview of the landscape of language assessment and discuss the consequences and impact for learners teachers learning programs and society Focusing on the assessment of language proficiency this volume provides an original compendium of cutting edge research that will benefit TESOL and TEFL students language assessment scholars and language teachers

Assessment and Intervention for English Language Learners Susan Unruh, Nancy A. McKellar, 2017-03-07 This book presents evidence based practices for appropriate assessment of and school based services for young English language learners It identifies and addresses the challenges of assessing and intervening with these students at the curricular instructional environmental and individual levels particularly the complexities of determining the presence or absence of learning disabilities Case studies and comparisons with fluent English speakers illustrate the

screening and evaluation process including multi tier system of supports MTSS and response to intervention RTI and proactive intervention planning in core literacy and math domains Together these chapters model effective teaching practice advocacy and teamwork with parents and colleagues as well as policy development toward meeting the needs of this diverse student population This invaluable guide Examines challenges of data collection when working with English language learners Traces the development of dual language fluency and competence Discusses language acquisition issues affecting oral language assessment Reviews commonly used assessment and intervention tools in use with English learners Features specialized chapters relating to reading writing and mathematics competencies Can be used regardless of first language spoken by students Assessment and Intervention for English Language Learners is an essential resource for researchers professionals and graduate students in diverse fields including school and clinical child psychology assessment testing and evaluation language education special education and educational psychology

Improving Testing For English Language Learners Rebecca Kopriva, 2011-02-23 More than any book to date this one provides a comprehensive approach to designing building implementing and interpreting test results that validly measure the academic achievement of English language learners It scaffolds the entire process of test development and implementation and discusses essential intervention points The book provides the type of evidence based guidance called for in federal mandates such as the NCLB legislation Key features of this important new book include the following Comprehensive This book recommends methods for properly including ELLs throughout the entire test development process addressing all essential steps from planning item writing and reviews to analyses and reporting Breadth and Depth of Coverage Coverage includes discussion of the key issues explanations and detailed instructions at each intervention point Research Focus All chapters include an extensive review of current research Emerging Trends The chapters summarize guidance appropriate for innovative computer based assessments of the future as well as the paper and pencil tests of today This book is appropriate for anyone concerned with the development and implementation of fair and accurate testing programs for English language learners This includes university based researchers testing personnel at the federal state and local levels teachers interested in better assessing their diverse student populations and those involved in the testing industry It is also appropriate for instructors teaching undergraduate and graduate courses devoted to testing the full range of students in today's schools

Assessing English Language Learners: Bridges to Educational Equity Margo Gottlieb, 2016-03-03 Build the bridges for English language learners to reach success This thoroughly updated edition of Gottlieb's classic delivers a complete set of tools techniques and ideas for planning and implementing instructional assessment of ELLs The book includes A focus on academic language use in every discipline from mathematics to social studies within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment as for and of learning Reflection questions to stimulate discussion around how students teachers and administrators can all

have a voice in decision making **Assessing English Language Learners** Guillermo Solano Flores, 2016-01-29 *Assessing English Language Learners* explains and illustrates the main ideas underlying assessment as an activity intimately linked to instruction and the basic principles for developing using selecting and adapting assessment instruments and strategies to assess content knowledge in English language learners ELLs Sensitive to the professional development needs of both in service and pre service mainstream teachers with ELLs in their classrooms and those receiving formal training to teach culturally and linguistically diverse students the text is designed to engage readers in viewing assessment as a critical part of teaching appreciating that assessments provide teachers with valuable information about their students learning and thinking becoming aware of the relationship among language culture and testing understanding the reasoning that guides test construction recognizing the limitations of testing practices being confident that assessment is an activity classroom teachers not only accountability specialists can perform Highlighting alternative multidisciplinary approaches that address linguistic and cultural diversity in testing this text enhanced by multiple field tested exercises and examples of different forms of assessment is ideal for any course covering the theory and practice of ELL assessment ISE Testing Language Programs James Dean Brown, 2005-05-01 **Writing English language tests - The role of testing in the teaching and learning process** Joachim von Meien, 2005-01-19 Seminar paper from the year 2004 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2 B Otto von Guericke University Magdeburg language English abstract Writing English language tests is a topic very many students and of course also their teachers have to deal with Often testing does not have a very good reputation especially when regarding the students Most of them are probably happy when a test is over and enjoy the time without them But testing has much more functions than a superficial look at it will provide Chapter 3 1 of this paper deals with the numerous purposes and is also supposed to show the important role that testing plays in the teaching process This paper will concentrate on the writing skill and the evaluation of it The other three skills reading listening and speaking are not the centre of research But it is not possible to exclude them because they are all interrelated to the writing skill as this paper wants to show What is it that makes especially the writing skill and also the testing of it so sophisticating and complex Writing at an advanced level is usually compositional writing or essay writing Chapter 2 3 concentrates on that kind of writing and points out its often difficult prerequisites even for writers in the native language What are the necessary features of tests in general It is supposed to become clear that certain conditions such as validity reliability and practicality are extremely important for written assessment and for every other assessment too Many people even if they never actively scored a test are able to imagine the difficulties of a fair and objective judgement Especially when dealing with compositional writing that assumption is true But nevertheless there are ways to improve the objectivity of evaluation even if a rest of subjectivity can not be avoided Chapter 3 5 focuses on ways to judge tests adequately Writing English language tests is a wide topic It is not possible to cover all the separate areas that exist Especially the description of

compositional writing could have gone more into detail But at some points a concentration on main areas was necessary in order not to exceed the frame of the paper English Oral Language Assessment David Tompkins, Kathryn Lichon, Jennifer Dees, 2013-07 The English Oral Language Assessment is a formative assessment designed to show student progress in English language acquisition in Grades PreK 8 Assessment contains two sections one that measures receptive language skills and one that measures expressive language skills Digital files for use with the assessment are available from publisher with purchase Assessing English Language Learners Lorraine Valdez Pierce, 2003 **Authentic Assessment for English Language Learners** J. Michael O'Malley, Lorraine Valdez Pierce, 1996 This practical resource book will familiarize teachers staff developers and administrators with the latest thinking on alternatives to traditional assessment It will prepare them to implement authentic assessment in the ESL bilingual classroom and to incorporate it into instructional planning

Assessing English Language Learners Margo Gottlieb, 2006-01-13 Discover how to bridge the gap between equitably assessing linguistic and academic performance This well documented text examines the unique needs of the growing population of English language learners ELLs and describes strategies for implementing instructional assessment of language and content With both depth and breadth the author articulates how to equitably and comprehensively assess the language proficiency and academic achievement of ELLs Both practicing and aspiring educators will benefit from Rubrics charts checklists surveys and other ready to use tools Professional development activities An integrated approach to teaching standards language and content Guidance on how best to address standardized testing and grading *Assessing English for Professional Purposes* Ute Knoch, Susy Macqueen, 2019-09 Assessing English for Professional Purposes provides a state of the art account of the various kinds of language assessments used to determine people s ability to function linguistically in the workplace At a time when professional expertise is increasingly mobile and diverse with highly trained professionals migrating across national boundaries to apply their skills in English speaking settings this book offers a renewed agenda for inquiry into Language Assessments for Professional Purposes LAPP Many of these experts work in high risk environments where communication breakdowns can have serious consequences This risk has been identified by governments and professional bodies who implement language tests for gate keeping purposes Through a sociological lens of risk and responsibility this book provides a detailed overview of both foundational and recent literature in the field offers conceptual tools for specific purpose assessment including a socially oriented theory of construct develops theory and practice in key areas such as needs analysis test development validation and policy significantly broadens the scope of the assessment of English for professional purposes to include a range of assessment practices for both professionals and laypeople in professional settings Assessing English for Professional Purposes is key reading for researchers graduate students and practitioners working in the area of English for Specific Purposes assessment *Language Assessment* H. Douglas Brown, 2004 Survey of principles and tools for second language assessment **Language Testing and Assessment** Glenn

Fulcher,2007 *Assessing English Language Learners* Margo H. Gottlieb,2009 Designed around the bestselling book *Assessing English Language Learners* this comprehensive multimedia presentation offers staff developers the necessary materials to show how teachers can equitably assess the language proficiency and academic achievement of English Language Learners ELLs Facilitators and participants will examine an assessment framework for ELLs discuss the author s proposed fair grading practices and learn how those practices translate into a standards based report card Container

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