

HW 3.4 Language Proficiency to Academic Achievement



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

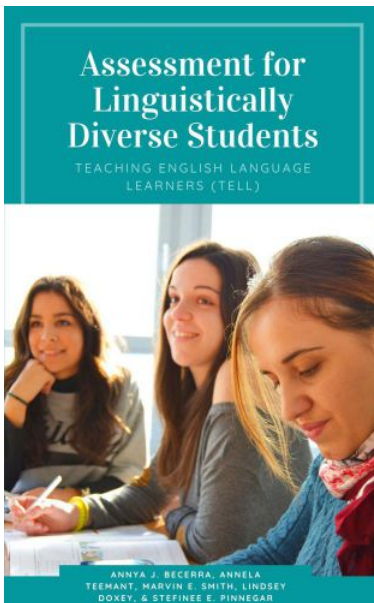
Instructions

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.



Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment