

# Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement

By Margo Gottlieb

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*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

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### Editorial Review

#### Review

*"This book is long overdue! Appropriate assessment and placement of ELLs is the most basic of all instructional processes. Without this, we cannot be sure we can measure student progress or address individual instructional needs."* (Margarita Calderon, Ph.D., Research Scientist 2005-06-29)

*"Assessing English Language Learners includes a multitude of evaluation instruments that readers can use as they assess their students, and helps educators understand the pros and cons of different types of assessment measures so that they can make informed decisions about how to use the results of various assessment instruments. The author helps teachers adjust assessment to different language proficiency levels and then evaluate language proficiency and content learning appropriately."* (David E. Freeman, Yvonne S. Freeman, Professors 2005-07-29)

*"Assessing English Language Learners is a must for the library of any educator working with English language learners. It is a resource that district level educators, school administrators, resource specialists, as well as classroom teachers will find indispensable. This book helps educators see how excellent assessment can lead to excellent instruction and improved student learning."* (David E. Freeman, Yvonne S. Freeman, Professors 2005-07-29)

*"The assessment landscape for teachers working with English language learners has become considerably more complex since the inception of the standards-based era and subsequent NCLB legislation. Here, finally, we have a text that not only bridges over to this new paradigm but also empowers teachers by giving them practical strategies for harnessing assessments of language and content in ways that benefit their teaching and their students' learning."* (Timothy Boals, WIDA Consortium Director 2005-07-21)

*With all the offerings that Margo Gottlieb provides in this book, she makes us yearn to not only cross the bridge of assessment, but to feel confident when we get to the other side."* (Else Hamayan 2005-09-06)

*"Dr. Gottlieb has taken the extremely complex topic of assessing English language learners (ELLs) and made it comprehensible. She walks the reader through a multitude of interrelated components - explaining each along the way - and shows us how they fit together to form a framework for the assessment of both language proficiency and academic achievement for ELLs. This is an essential guide for anyone and everyone working with ELLs."* (Nancy F. Zelasko, Director 2005-09-20)

*"Gottlieb provides a comprehensive research base to the topic and a practical framework for more equitable and effectively assessing English Language Learners. The book establishes a reliable assessment system that bridges content and academic achievement with language development."* (J. Sabrina Mims, Professor of Education 2005-06-30)

*"A valuable contribution to the book is the inclusion of tools to assist in producing, interpreting and reporting reliable and valid data for educational decision making. This book is a great resource for educators to assist them in the design and implementation of instructional assessment activities, tasks, and projects. Strongly recommended for all levels of school and academic libraries."* (Dr. Lori S. Mestre 2006-09-06)

## About the Author

**Margo Gottlieb, Ph.D.**, is Co-founder and Lead Developer for WIDA at the Wisconsin Center for Education Research, University of Wisconsin- Madison, having also served as Director, Assessment and Evaluation, for the Illinois Resource Center. She has contributed to the crafting of language proficiency/development standards for American Samoa, Guam, TESOL, and WIDA and has designed assessments, curricular frameworks, and instructional assessment systems for language learners. Her professional experiences span from being an inner city language teacher to working with thousands of educators across states, school districts, publishing companies, governments, universities, and educational organizations.

Highlights of Margo's career include being a Fulbright Senior Specialist in Chile and being appointed to the U.S. Department of Education's Inaugural National Technical Advisory Council. In 2016 Margo was honored by TESOL International Association's 50@50 "as an individual who has made a significant contribution to the TESOL profession within the past 50 years." She has had opportunities to travel extensively and has presented in American Samoa, Argentina, Brazil, Canada, Chile, China, the Commonwealth of the Northern Mariana Islands, Denmark, Finland, Guam, Italy, Jakarta, Mexico, Panama, Singapore, South Korea, Taiwan, United Arab Emirates, the United Kingdom as well as close to home across the United States.

Margo's publications include over 70 articles, technical reports, monographs, chapters, and encyclopedia entries. Additionally she has authored, co-authored, and co-edited 11 books this past decade: *Assessing English Language Learners: Bridges to Educational Equity* (2<sup>nd</sup> Ed., 2016), *Academic Language in Diverse Classrooms: Definitions and Contexts* (with G. Ernst-Slavit, 2014), a foundational book for the series *Promoting Content and Language Learning* (a compendium of three mathematics and three English language arts volumes co-edited with G. Ernst-Slavit, 2014, 2013), *Common Language Assessment for English Learners* (2012), *Paper to Practice: Using the TESOL's English Language Proficiency Standards in PreK-12 Classrooms* (with A. Katz & G. Ernst-Slavit, 2009); and *Assessment and Accountability in Language Education Programs: A Guide for Administrators and Teachers* (with D. Nguyen, 2007).

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