HW 3.4 Language Proficiency to Academic Achievement

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

Instructions


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.