

LA 6.2 ESL Assessment Issues



Learning Outcome	Pedagogical Intent	Student Position
Understand issues of assessment and will use a variety of measurement tools to evaluate English language learners for placement, proficiency and instruction. Assessment: 25 pts. TA: 40 Minutes	Teachers can provide accommodation and adjustments to support their students (particularly ELs) in taking standardized tests.	Students have focused on improving their skills in writing traditional test items. They are now prepared to consider test adjustments and accommodations for second language learners.

INSTRUCTIONS

PART A: Partner Discussion (20 minutes)

PART A:

1. Begin by downloading [Standardized Test Scenario](#). Read the test scenario with a partner and answer these questions:

- *How is this student's experience the same and different from ESL students in the United States?*
- *Why is it important that assessments actually differentiate between what content a student knows and what language the student knows?*

2. Study and discuss the following charts in relationship to the scenario and answer the questions:

Chart 1: **Typical ESL Assessment Accommodation Strategies** (page 2-4 of the Standardized Test Senario document)

Chart 2: **The Concepts and Principles of Second Language Acquisition from an Assessment Perspective** (page 5- 10 of the Standardized Test Senario document).

- *What can I do to support ESL students in testing situations when I cannot adjust the test items?*
- *How can I modify my own test formats, items, and administration procedures to better support ESL students?*

PART B: Partner Analysis and Synthesis (20 minutes)

3. With a partner, use [The Reform Movement Test](#) you analyzed in LA

5.4. Underline or highlight on the test the language issues you see.

4. In response to the items you underlined, identify how you could accomodate EL students.

5. If you were going to give this test to the students described below, identify the language issues, cultural issues and content issues that you might need to consider for these two students.

6. Review each item and issue you identified concerning the test in relationship to each student. How will you accomodate each of the issues you identified for each of the students?

Student A is a recent immigrant from Mexico who has a solid academic foundation in his native language but little to no oral or written English skills. You do not speak the student's native language and neither do any of your other students.

Student B is a Bosnian student who has been in U.S. public schools for six months. This student has had little formal schooling in her native language. She has begun to speak English with her peers and with you, but still does not have a high literacy level in English or in her native language. You do not speak this student’s native language, but other students in your class do.

7. Working with you four person group, make a list of practical suggestions you would offer the teachers in your school to guide them in making appropriate accommodations to traditional testing practices for ELs. Turn in your list make certain all your names are on the list.



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