

# HW 3.4 Language Proficiency to Academic Achievement



**HOMEWORK**

Learning Outcome	Pedagogical Intent	Student Position
<p>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</p>	<p>Teachers can use their understanding about how to adjust assessments to support all students in gaining access to assessment, particularly ELs.</p>	<p>Students are learning about English Language Learner assessment practices. Now they will read Chapter 3 in the Gottlieb book in step 1 below.</p>

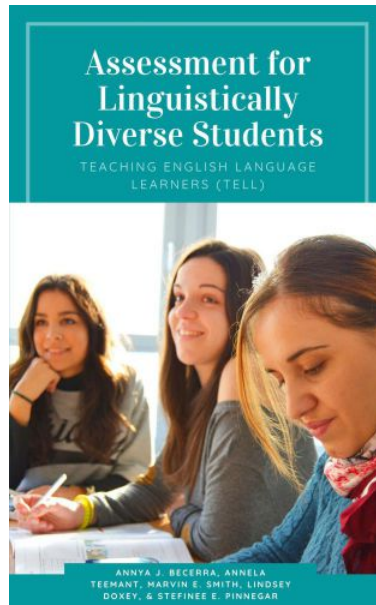
## Instructions

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](https://edtechbooks.org/diverse_assessment)