

HW 1.2 Attending to Equity and Oral Language in Assessing ELs

Developing Knowledge for Assessing ELs



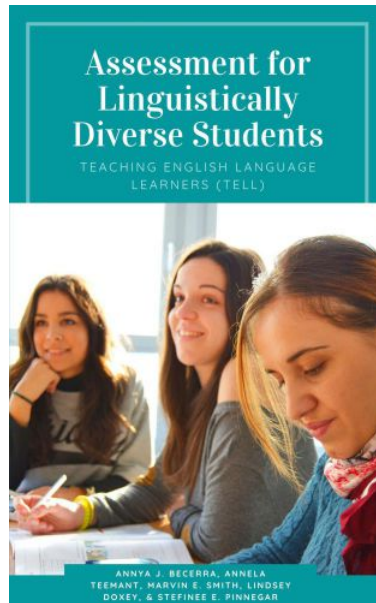
HOMEWORK

Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs. Assessment: 50 pts. Due: Session 2	Teachers, when they understand how assessment of EL students is expected and completed in their district and schools, can learn the placement of their EL students as the basis for learning and assessing.	Students have learned about assessment issues on the federal, state, and local school levels for English language learners. They will read a chapter from the Assessment of English Language Learners entitled The Bridge to Equity.

Instructions

1. For this homework assignment you will read Chapter 1 and skim Chapter 4 from Gottlieb, M.(2016). *Assessing English Language Learners: Bridges to educational equity: Connecting academic language proficiency to student achievement 2nd edition*:Corwin Press.) *Here is a link to a 2 min. [video of Margot Gottlieb.](#)
2. To guide your reading, use the reading guides and provide written answers to the questions. We revisit Chapter 4 in a later homework so your notes will be helpful for that assignment.
3. Click and download the [Reading Guide for Chapter 1 Gottlieb.](#)
4. Click and download the [Reading Guide for Chapter 4 Gottlieb.](#) You will read this Chapter a second time. The focus here is on research findings about language and student engagement

and the assessment of oral language.



Becerra, A., Teemant, A., Smith, M. E., Doxey, L., & Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from https://edtechbooks.org/diverse_assessment