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Nota di contenuto	<p>""Cover""; ""Contents""; ""Preface""; ""Acknowledgments""; ""About the Author""; ""Chapter 1 - Achieving Equity through Standards and Assessments""; ""Preparing all Students for Success""; ""The Standards Model""; ""Standards and Educational Equity""; ""Equity and Opportunity to Learn""; ""The Culture of Standards-Based Assessment""; ""The Traditional Testing Culture""; ""Todaya€™s Assessment Culture""; ""The Use of Performance Assessments""; ""New Criteria for Validity and Reliability""; ""Accountability and Equity""; ""Chapter 2 - Understanding Todaya€™s English Language Learners""</p> <p>""Who are Americaa€™s English Language Learners?""""Definitions of English Language Proficiency""; ""Where Is the Greatest Concentration of English Language Learners?""; ""The Challenges Faced by English Language Learners""; ""How Culture Affects the Learning of English Language Learners""; ""Differences in Ways of Knowing and Learning""; ""Differences in Prior Knowledge and Experiences""; ""Differences in Cultural Values""; ""Implications for Classroom Teachers""; ""The Language Development of English Language Learners""; ""Variability in Language Development""</p> <p>""The Politics of English Language Acquisition""""School Language Uses</p>

That Impact on English Language Learners"; "Patterns of Speaking in the Classroom"; "Language Demands of Academic English"; "Language Development and the Implications for Teacher Preparation"; "Chapter 3 - Applying Accountability Reforms"; "The Promise of Standards for English Language Learners"; "Issues of Standards Implementation with English Language Learners"; "The TESOL ESL Standardsa€?A Bridge to Content-Area Standards"; "Assessment and Accountability for English Language Learners" "Inclusion in Assessments" "Inclusion in National Assessments"; "Inclusion in State Assessments"; "Assessment Reform and English Language Learners"; "Fairness and Equity in State Assessments"; "Representation in Assessment Development"; "Cultural Bias Issues"; "Language Issues"; "Issues in the Use of Performance Tasks on State Assessments"; "Use of Accommodations"; "Use of Translated Versions of Assessments"; "Achieving Equity in Assessment for English Language Learners"; "Guiding Questions for Achieving Equity and Fairness in Assessment for English Language Learners" "Equity in the Use of Assessment Results" "Chapter 4 - Implementing Standards-Based Learning with English Language Learners"; "Advantages of Standards-Based Learning for English Language Learners"; "Challenging and Engaging Instruction"; "Authentic Learning Tasks"; "Issues for Teachers in Developing Culturally Relevant Tasks"; "Emphasis on a Student-Centered Learning Environment"; "Deeper Examination of Student Work"; "Increased Focus on Literacy and the Language Demands of Content-Based Learning"; "Using Performance-Based Assessments with English Language Learners" "Wide Range of Ways to Display Competencies"

Sommario/riassunto

In increasingly diverse classrooms, an understanding of standards-based instruction and assessment for ELLs is essential for achieving both excellence and equity in our education system.

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