

1. Record Nr.	UNINA9910797457303321
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Titolo	Standards-based instruction and assessment for English language learners // Mary Ann Lachat ; cover designer, Michael Dubowe
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, , 2004 ©2004
ISBN	1-4833-6270-1
Descrizione fisica	1 online resource (161 p.)
Disciplina	379.158
Soggetti	Limited English-proficient students - United States Education - Standards - United States Educational tests and measurements - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
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 That Impact on English Language Learners""; ""Patterns of Speaking in the Classroom""; ""Language Demands of Academic English"";</p>

""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.
