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""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""

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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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