

INDEX

f after a page number indicates figure; *t* indicates table

- Abedi, J., 52, 66, 68, 70t–71t, 71, 72
 Abella, R., 51, 72, 73
 Abeywickrama, P., 28, 42, 44
 Abrutyn, L., 128–129
 academic language: Academic Word List (AWL), 158–160; development of, 84–89; word lists by subject/grade, 161–174. *See also* language acquisition
 Academic Word List (AWL), 158–160
 accommodations in testing: classroom adaptations, 108–110; criteria for allowing, 52–54; decision makers in, 54t; definitions, 51–52; effectiveness, 66–72, 70t, 107–108; frequently used, 67t–68t; inconsistency in, 77–79; reasons for, 25; requesting, 24; state provisions for, 54–65, 107; types of, 51–52
 Alabama, test accommodations, 55
 Alaska, test accommodations, 55
 Albus, D., 71t
 Arizona, test accommodations, 55
 Arkansas: portfolio use, 131; test accommodations, 55
 Artiles, A.J., 84, 85
 Anderson, M., 70t
 Anderson, R.S., 117
 Anstrom, 4
 assessment: by content area, 72, 73–74, 81–82; effectiveness, 37–47, 135–137; EL considerations, 23–29, 47–48; equivalency, 45–46, 48; evaluation, 25, 90; fairness in, 25–26, 32; feedback, 90, 110–113, 126, 129; model for, 89–90; practicality, 44–45, 48; reliability, 41–44, 48; roles of, 47, 48f, 80–81; teacher's role, 46–47, 81–82; test design, 26–27, 74–77, 107f; traditional v. alternative, 115–119, 136–137; validity, 38–41, 48, 72–73, 79; washback effects, 46–47, 48. *See also* accommodations in testing; assessment methods; classroom-based assessments
 assessment methods: alternatives, 130–133, 136–137; checklists, 116; components of, 23–24; criterion-referenced assessment, 32–33, 34f; curriculum-based measurement, 122–125; formal, 28; formative, 28, 30f; grading, 110–111; informal, 28; journals, 28; large-scale, 27, 36–37, 37f, 51; norm-referenced, 30–32; performance assessment, 119–122; portfolios, 28, 125–133; rubrics, 43, 47, 110–112, 121, 129f; summative, 29; traditional v. alternative, 115–119, 136–137. *See also* specific subject areas
 AWL (Academic Word List), 158–160
 Bachman, L.F., 24–25, 51, 66
 basic interpersonal communication skill (BICS), 84–85
 Bilingual Education Act, 15
 Boscardin, C.K., 71t
 Boyle, O.F., 82–83
 Brown, H.D., 28, 42, 44
 Butler, F.A., 51, 66
 California: assessment standards, 34, 35, 40, 92, 103; EL students, 4, 8t, 11t, 15; language proficiency tests, 97–98; test accommodations, 56
 CALP (cognitive-academic language proficiency), 84–85
 Capps, R., 9, 14
 Castellon-Wellington, M., 71t
 CBM (curriculum-based measurement), 122–125
 checklists as assessment tool, 116

- civil rights violations, EL 6, 15–16
- classroom-based assessments: about, 33, 34–35; examples of, 33, 34–35, 92f, 93f, guidelines, 91f; linked to instruction, 89–90, 135–136; model for, 89–90; student expectations, 111, 113; test accommodations, 108–110. *See also* assessment; assessment methods
- cognitive-academic language proficiency (CALP), 84–85
- Common Core State Standards (CCSS), 19–20
- Colorado, test accommodations, 56
- Connecticut, test accommodations, 56
- content area assessment: accommodations in, 66–72, 67t–68, 70t–71t; validity of, 72–73. *See also* specific subject areas
- Coombe, C., 83
- country of birth, EL, 11
- Coxhead, A., 158
- Crandall, J., 88
- criterion-referenced assessment, 32–33, 34f
- cultural differences: among EL students, 12–13; and assessment, 26, 111, 113; and language acquisition, 98–99
- Cummins, J., 26, 84
- curriculum-based measurement (CBM), 122–125
- Danielson, C., 128–129
- Delaware: EL students, 10; portfolio use, 131; test accommodations, 56
- demographics, EL students, 7–11
- dictionaries, use in testing, 69, 70t–71t, 71, 78, 79
- Diaz-Rico, L.T., 97
- District of Columbia, test accommodations, 56
- Dolan, R.P., 75, 77
- education levels, EL, 27
- elementary grade students: assessment activities, 103t–104t; language arts assessment, 138–140; mathematics assessment, 143–145; science assessment, 148–105; social studies assessment, 153–155; vocabulary lists, 161–167
- EL: civil rights violations, 6, 15–16; definitions, 2–4; demographics, 7–11; and ESSA, 21–22; feelings of, 26; identification of, 5–7; legislation effecting, 14–22; and NCLB, 3–4, 16–19, 49–50; placement in special education classes, 85; social language skills, 84–85; stereotyping of, 12–13; test accommodations by state, 55–65. *See also* parents, EL
- ELL (English language learners), 2
- English learners. *See* EL
- equivalency in testing, 45–46, 48
- Ernst-Slavit, G., 47, 98–99
- ESL. *See* EL
- ESSA (Every Student Succeeds Act), 3, 21–22
- evaluation in assessment, 25, 90
- Every Student Succeeds Act (ESSA), 3, 21–22
- fairness in assessment, 25–28, 108
- feedback in assessment, 90, 110–111, 113, 129
- Figueroa, R., 32, 136
- Florida: assessment tests, 29, 30f, 44, 45f, 83; ELL students, 8–9, 11t, 11; test accommodations, 57, 108
- Folse, K., 83
- formal assessment, 27
- formative assessment, 29, 30f
- Francis, D.J., 7, 52–53, 68–69
- Garcia, T., 70t, 120
- Genesee, F., 38
- Georgia: assessment tests, 45–46; EL students, 8; test accommodations, 57; test performance criteria, 33, 34f
- glossaries, use in testing, 67t–68t, 69, 70t–71t, 79, 109, 110f
- Gottlieb, M., 47
- grading, 110–111
- grammar, EL problems with, 87–89
- Grosvenor, L., 125
- Hafner, A.L., 70t,
- Hall, T.E., 75, 77
- Hawaii, test accommodations, 57
- Herrera, G.H., 2, 25
- high school students: assessment activities, 106t; language arts assessment, 142; mathematics assessment, 147; science assessment, 152; social studies assessment, 157; vocabulary lists, 171–174

- Hofstetter, C.H., 52, 66, 70t
 home language surveys, 5–6, 7f
 Hubley, N., 83
- Idaho, test accommodations, 57
 identification of students as ELs, 5–7
 Illinois: EL students, 8t, 11t; test accommodations, 57–58
 Indiana: EL students, 10; portfolio use, 131; test accommodations, 58
 informal assessment, 28
 Iowa, test accommodations, 58
- journals as assessment tool, 28
- Kansas, test accommodations, 58
 Kentucky: EL students, 10t; test accommodations, 58
 Kiplinger, V.L., 70t
 Krashen, S.D., 94–95
- language acquisition: academic format, 84–89; basic interpersonal communication skill (BICS), 84–85; cognitive-academic language proficiency (CALP), 84–85; Krashen’s theory, 94–95; Natural Approach, 95–96; social language skills, 84–85; submersion approach difficulties, 6; vocabulary, 86–87. *See also* academic language; vocabulary development
 language arts: accommodation effectiveness for reading, 70t–71t; assessment activities, 103t, 126, 138–142; assessment criteria, 33, 34f; vocabulary lists, 161–174
 language differences, EL, 12–13
 language proficiency: cultural adaptation and, 98–99; elementary grade students, 103t–104t, 139–140, 144–145, 149–150, 154–155; high school students, 106t, 142, 147, 152, 157; language arts, 138–142; mathematics, 143–147; middle school students, 105t, 141, 146, 151, 156; pre-school students, 102t, 138, 143, 148, 153; science, 148–152; social studies, 153–157; teacher’s roles, 46–47, 81–82; TESOL standards, 93, 94f, 100–101, 102t–106t, 107; testing for, 96–98
 language simplification, 69, 70t–71t
 large-scale assessments, 27, 35–36, 37f, 51
Lau v. Nichols, 15–16, 26
- legislation and EL, 15–22. *See also* No Child Left Behind (NCLB)
 LEP (limited English proficient), 2–4
 Leon, S., 72
 linguistic support in testing, 66, 67t, 68–70
 listening assessment: language arts, 138–142; mathematics, 143–147; proficiency standards, 97, 102t–106t; science, 148–152; social studies, 153–157
 Lord, C., 52, 66, 70t–71t
 Louisiana: EL students, 22; test accommodations, 58
- Mahon, E., 73
 Maine: EL students, 5–6; test accommodations, 59
 Maloney, C., 98–99
 Maryland: EL students, 22; test accommodations, 59
 Massachusetts: EL students, 22; test accommodations, 59
 mathematics: accommodations effectiveness, 70t; assessment activities, 104t, 123–125, 143–137; assessment problems, 82–84; vocabulary lists, 161–174; word problems, 82–84
 Michigan: EL students, 22; test accommodations, 62
 middle school students: assessment activities, 105t; language arts assessment, 141; mathematics assessment, 146; science assessment, 151; social studies assessment, 156; vocabulary lists, 168–170
 Minnesota: test accommodations, 59
 Mirocha, J., 72
 Miyoshi, J., 71t
 Mississippi, test accommodations, 60
 Missouri, test accommodations, 60
 Montana, test accommodations, 60
 Moore, M., 98–99 multiple clauses, 88
- native language: EL students, 12–13; testing in, 51–52, 67t–68t, 70t, 73
 Natural Approach to language acquisition, 95–96
 NCLB. *See* No Child Left Behind (NCLB)
 Nebraska, test accommodations, 61
 Nevada: EL students, 10t, 10, 11t; test accommodations, 61
 New Hampshire, test accommodations, 61

- New Jersey, test accommodations, 61
 New Mexico, test accommodations, 61
 New York: EL students, 8t, 9, 10t, 11t, 12;
 test accommodations, 61
 Niehoff, B., 111, 123
 Nieto, S., 26
 No Child Left Behind (NCLB): account-
 ability requirements, 16–18, 49; and EL
 students, 3–4, 16–20
 norm-referenced assessment, 30–32
 North Carolina: EL students, 8t, 10; check-
 list use, 116; portfolio use, 132; test
 accommodations, 62
 North Dakota, test accommodations, 62
 Nutta, J., 2, 25–26
- Ohio, test accommodations, 62
 Oklahoma, test accommodations, 62
 O'Malley, J.M., 81, 110–111, 126, 130
 Oregon, test accommodations, 67
 Ortiz, A. A., 74, 8, 84–85
 Overton, T., 24, 25
- Pappamihiel, N.E., 25, 52, 66, 77
 parents, EL: characteristics, 13–14; involve-
 ment in assessment process, 137; reluc-
 tance of, 6; translation for, 12
 Partnership for Assessment of Readiness for
 College and Careers (PARCC), 77
 passive voice, 97
 Pennsylvania, test accommodations, 63
 Peregoy, S.F., 82–83
 performance assessments, 119–122
 Pierce, L.V., 81, 110–111, 119, 126
Plyer v. Doe, 16
 portfolios: about, 28, 125–126, 130;
 advantages, 130; development models,
 126–130, 132–133; states using, 131–132;
 types, 126
 practicality in testing, 44–45, 48
 pre-school students: assessment activities,
 102t; language arts assessment, 138;
 mathematics assessment, 143; science
 assessment, 148; social studies assess-
 ment, 153; vocabulary lists, 161
- Race to the Top (RTTP), 16, 20
 reading aloud as test accommodation, 69,
 71t
 reading assessment: language arts,
 138–142; mathematics, 143–147; profi-
 ciency standards, 97, 102t–106t; science,
 148–152; social studies, 153–157
 reliability in testing, 41–44, 48
 Rhode Island: portfolio use, 131; test accom-
 modations, 63
 Rivera, C., 53, 68, 69, 71t
 RTTP (Race to the Top), 16, 20
 rubrics: as assessment tool, 47, 110–111,
 121; science, 129; social studies, 110–112
- Scarcella, R., 86, 113
 science: accommodation effectiveness, 71t;
 assessment activities, 43f, 115t, 120–121,
 129, 148–152; vocabulary lists, 161–174
 Shinn, M., 123
 Shneyderman, A., 51
 Smarter Balanced, 77
 social language skills, 84–85
 social skills assessment, 102t
 social studies: accommodation effectiveness,
 71t; assessment activities, 34–35, 45–46,
 106t, 110–113, 116, 153–157; teach-
 ing standards, 34–35; vocabulary lists,
 161–174
 socioeconomic backgrounds, EL, 13–14
 South Carolina: EL students, 10t, 10, 22; test
 accommodations, 63
 South Dakota, test accommodations, 64
 speaking assessment: language arts, 138–
 142; mathematics, 143–147; proficiency
 standards, 97, 102t–106t; science,
 148–152; social studies, 153–157
 standardized tests, 27, 35–36, 37f, 51
 Stansfield, C., 71t stereotypes, EL, 12–13
 Stevens, R., 51, 66
 students, second language. *See* EL
 submersion approach, 6
 summative assessment, 29–30
 syntax, EL problems with, 87–89
- teachers, assessment roles, 46–47, 81–82
 Tennessee: Academic Vocabulary Project,
 161; EL students, 10; test accommoda-
 tions, 64
 Terrell, T.D., 95–96
 TESOL standards, 93, 94f, 100–101,
 102t–106t, 107

- tests and testing. *See* assessment; assessment methods
- Texas: EL students, 3, 8t, 11t; test accommodations, 64, 78
- time allowance as accommodation tool, 68t, 70t–71t, 79
- translation of materials and testing, 51, 71, 74, 84, 136
- Turnley, W., 111
- universal test design (UTD), 75–77, 79
- Urritia, J., 51
- Utah, test accommodations, 64
- UTD (universal test design), 75–77, 79
- validity in assessment, 38–41, 44, 48, 72–73
- Vermont: portfolios use, 131; test accommodations, 64
- Virginia: EL students, 3, 8t, 11t; test accommodations, 64–65
- vocabulary development: Academic Word List (AWL), 163–165; assessment activities, 103t; elementary grade students, 103t, 162–167; EL problems with, 97–98; high school students, 171–174; middle school students, 168–170; pre-school students, 161. *See also* language acquisition
- washback, 46–47, 48
- Washington, test accommodations, 65
- West Virginia: and EL students, 22; test accommodations, 65
- WIDA (World-Class Instructional Design and Assessment), 20
- Wisconsin: portfolio use, 131; test accommodations, 65
- World-Class Instructional Design and Assessment (WIDA), 20
- writing assessment: examples, 45f; language arts, 138–142; mathematics, 143–147; proficiency standards, 97, 102t–106t; science, 148–152; social studies, 112f, 153–157
- Wyoming, test accommodations, 65
- Yen, H., 111
- Zehr, M.A., 78, 131–132
- Zhang, Q., 13