

INTRODUCTION TO THE SECOND EDITION



Assessing English Learners in the Content Areas: A Research-into-Practice Guide for Educators is designed to provide guidance to classroom teachers, staff developers, and test-item designers who want to improve EL assessment outcomes. While the second edition has retained the six-chapter structure of the first edition, there are important changes in content:

- Addition of language arts to the existing math, science, and social studies content areas
- Updated EL demographics and legislation, including Common Core State Standards and those for the Every Student Succeeds Act
- Revised state-by-state EL test accommodation information reflecting the changes prompted by current education initiatives and laws
- New research-based recommendations for implementing effective EL accommodations for both large-scale and classroom-based assessments.

While the second edition has retained the six-chapter structure of the first edition of the text, there are key changes in content.

First, there have been sweeping modifications in education legislation that occurred after the publication of the first edition of this book. At the time of the first edition, the law that governed the assessment of all students, including ELs, was No Child Left Behind with its mandate that all students were expected to perform at grade level by 2014. However, schools in 42 states were given waivers (“NCLB Waivers”, 2013), allowing them to eliminate the 2014 dead-

line and replace it with a new goal stating that all students leave high school “college or career ready.” To reflect this new goal and the education initiatives associated with it, the second edition of this book has included a presentation of the influence of Common Core State Standards (CCSS) and Every Student Succeeds Act (ESSA) on the assessment of ELs in the context of K–12 schools.

Perhaps the most tangible result of recent education measures is the fact that all states have changed the content area large-scale assessments that were presented in the first edition of this book. As a result, a second edition was necessary to present and analyze the new state-by-state EL test accommodation information critical for content area teachers and administrators involved in the assessment of ELs.

One other important change between the first and the second edition is the addition of language arts as a content area. The first edition focused on math, science, and social studies. However, given the importance of literacy in achieving the goal of college and career readiness for all students, it was imperative that language arts be included so as to present a comprehensive picture of EL assessment. This inclusion has been reflected not only in the description of the revised state-by-state EL test accommodations (Chapter 3), but also in the new research-based recommendations for implementing valid and reliable large-scale and classroom-based assessments for ELs (Chapter 3).

In short, the second edition:

- includes new education legislation and initiatives, such as CCSS and ESSA with a discussion of their influence on EL assessment.
- presents revised state-by-state EL test accommodation information reflecting the changes prompted by current education initiatives and laws.
- adds language arts to the existing math, science, and social studies content areas.
- details new research-based recommendations for implementing effective English learner assessments (large-scale and classroom-based).