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Assessment Reform, Equity, and English Language Learners:

An Annotated Bibliography

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Northeast and Islands Regional Educational
Laboratory At Brown University (LAB)

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The Center for Resource Management (CRM), based in South Hampton, New Hamp-
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Introduction

America's classrooms are becoming increasingly diverse, and students whose first language is not English are the fastest-growing school population. While the group of students known as "English language learners" consists of children from many different language and cultural backgrounds, these students share the considerable challenge of having to learn English while also responding to the subject-matter demands of school.

Assessment polices exert considerable influence over the education of English language learners because assessments influence the identification, classification, placement, and ongoing monitoring of students. Assessment results shape teachers' beliefs about student abilities and the quality of instruction offered to them. However, assessment practices were not designed with the diversity of today's population of English language learners in mind. As a result, assessment practices have sometimes prevented students who are learning English from gaining access to a high quality education.

Though some educators feel that English language learners are tested too much, in fact their abilities and skills have not been adequately assessed because traditional testing practices do not capture all that they know and can do. Neither national nor most statewide assessment programs provide adequate data on the academic progress of English language learners.

This bibliography provides a representative sampling of resources on assessment policies and their effects on the education of English language learners. Intended for a varied audience of policymakers, state and district level administrators, school administrators, and teachers, the bibliography describes publications that focus on the theory, research, and/or practical applications of assessment as these topics relate to educational equity generally and to the education of English language learners specifically. The annotations below summarize the content, major findings, or issues discussed in each work.

Explanation of Terms

Several terms are used in this document to refer to the population of students who are learning English as a second language. The term *English language learners* is a recent designation which many researchers and advocates prefer to use when referring to the broad category of students who are learning English as a second language, including both those who have developed considerable proficiency in English and those who are just beginning to learn the language. In some of the annotations, some version of the term *student with limited English proficiency* is used; this term is used in federal and state legislation and in most national and state data systems to refer to students who are not yet proficient in English. In some cases, the bibliography's annotations use a third term, *linguistic minority* or *language minority*; these terms refer to students who come from a home in which a language other than English is used. Finally, the term *ESL* is commonly used to refer to students who receive English-as-a-second language support services.

Several terms referring to types of assessment are also used. *Performance assessment* and *performance-based assessment* describe assessment methods that require students to demonstrate what they know and can do by applying specific skills and competencies to a learning task. These tasks are often referred to as *authentic assessments* because they typically are designed to involve students in responding to a real-life task or problem.

The term *validity* is also used throughout this document. In the field of educational assessment and measurement, there are various kinds of *validity*, but the term generally refers to the accuracy with which an assessment measures what it is intended to measure.

Equity and Assessment

Baker, E., & O'Neil, H. (1995). Diversity, assessment, and equity in educational reform. In M. Nettles & A. Nettles (Eds.), Equity and excellence in educational testing and assessment (pp. 69–87). Boston: Kluwer Academic Publishers.

The authors explore how performance assessment, which they view as a promising alternative to traditional standardized tests, might need to be designed and used differently in order to assess diverse student populations equitably. They examine the equity requirements of performance assessments and discuss technical issues of fairness. Cautioning that new assessments alone are not sufficient to wipe out real differences in achievement that may exist among groups of students, they identify aspects of diversity that may affect achievement including economic factors, preferences for cognitive classification styles, degrees of language facility, and variables specific to individual schools such as levels of teacher preparation. They identify criteria that must be considered in developing equitable assessment systems for diverse student populations and offer a checklist of suggestions for using performance assessments fairly.

Estrin, E.T., & Nelson-Barber, S. (1995). Issues in cross-cultural assessment: American Indian and Alaska Native students. (Far West Laboratory Knowledge Brief No. 12). San Francisco: Far West Laboratory.

This knowledge brief reviews some of the historical and sociocultural factors that have affected the schooling of American Indian and Alaska Native students and describes strategies for creating valid and appropriate assessments for these students. The authors discuss key assessment issues that affect Native students' test performance, highlighting the issue of construct validity and questioning whether some tests measure only familiarity with the dominant culture rather than content knowledge. They offer several suggestions for improving equity in assessment for these students, provide guidelines for culturally responsive assessment, and discuss the use of alternative assessments.

Gordon, E.W. (1992). Implications of diversity in human characteristics for authentic assessment. Berkeley, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

The author emphasizes the importance of developing assessments that take diversity of student populations into account, warning that the transition from standardized testing to the use of authentic performance-based measures will not itself guarantee assessment equity. In his view, the most legitimate assessment rests upon universal standards of competence but accepts differential indicators of progress toward those standards. He stresses the importance of using

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assessments that are sensitive to our society's diverse cultures, since all students need to be able to function in a diverse social context. He stresses that assessments should measure common criteria from varied perspectives and allow learners to apply their different cultures and values to the assessment. Options and choices thus become critical features of any assessment system designed with equity in mind.

Koelsch, N., Estrin, E., & Farr, B. (1995). Guide to developing equitable performance assessments. San Francisco: WestEd.

Staff developers and assessment planners will find this guide a useful resource for developing performance tasks tailored to specific cultural groups. Part one provides background information on the role of language and culture in performance assessment. Part two focuses on the adaptation or development of performance tasks, provides strategies for developing tasks, and, includes a variety of sample tasks. Part three offers a workshop with guidelines and materials for staff developers to use in promoting awareness of assessment principles and procedures.

Lam, T.C. (1995). Fairness in performance assessment. ERIC Digest. Washington, DC: ERIC Clearinghouse on Counseling and Student Services.

The author contrasts bias and fairness in assessment and discusses the issues that must be addressed to achieve equity in performance assessment. The article discusses the advantages of performance assessment and the difficulties of creating fair performance assessments. He urges that research be devoted toward both developing sound and practical assessments and dealing with issues of fairness.

Madaus, G.F. (1994). A technological and historical consideration of equity issues associated with proposals to change the nation's testing policy. Harvard Educational Review, 1 (64), 76–95.

In this article, the author examines how national assessment policies affect equity from both an historical and technological perspective. The evolution of the technology of testing is reviewed, and the unintended negative consequences of standardized testing for minority populations are discussed. He calls for an equitable national testing program and outlines the essential preconditions that, if met, would help policymakers minimize the negative side effects associated with previous high-stakes, policy-driven testing programs.

Meisels, S.J., Dorfman, A., & Steele, D. (1995). Equity and excellence in group-administered and performance-based assessments. In M. Nettles & A. Nettles (Eds.), Equity and excellence in educational testing and assessment (pp. 243–261). Boston: Kluwer Academic Publishers.

This paper contrasts two different approaches to testing and assessment and examines how group-administered achievement tests and performance assessments affect equity and excellence. The authors contend that group-administered tests do not give all children a fair chance to succeed because not all children have equal access to the experiences necessary for success. The paper also examines the negative effects of test results on children who do not perform well. The authors advocate that performance assessments be used to help teachers focus on the learning and progress of individual children.

Neill, M. (1995). Some prerequisites for the establishment of equitable, inclusive multicultural assessment systems. In M. Nettles & A. Nettles (Eds.), Equity and excellence in educational testing and assessment (pp. 115–149). Boston: Kluwer Academic Publishers.

The author argues that in order for assessments to have a significant role in education reform, the needs of student populations that historically have not been well served by testing must be kept in mind when assessments are developed and used. The development of cognitively rich and culturally sensitive performance assessments might address these needs and facilitate enhanced learning if those developing them take diverse cultural perspectives into account. Creating and implementing such assessments will require that educators and policymakers involve community members—including parents and students—in shaping goals, learning standards, staff development programs, curriculum, methods of instruction, and assessment. Neill provides examples of approaches that involve parents and communities in shaping schooling.

Nettles, M., & Nettles, A. (Eds.). (1995). Equity and excellence in educational testing and assessment. Boston: Kluwer Academic Publishers.

This book explores the factors that contribute to inequitable gaps between the achievement of students from different groups and offers ideas for improving educational testing and assessment for America's diverse student populations. The first section offers several views on the importance of establishing more equitable, performance-based testing systems and the challenges inherent in doing so. The second section looks at assessment reforms, examining reforms that offer models for change and comparing the advantages of performance assessment to the limitations of group-administered tests. In the third section of the book, the various writers discuss the impact of specific assessment reform initiatives. From these chapters several recurring questions emerge— about whether assessments are relevant for all who participate in them or biased in their content or constructs, about the role that accountability to the public plays in the use of assessments, and about how assessments and tests can be used to improve student performance and advance education reform.

Olson, J.F., & Goldstein A.A. (1997). The inclusion of students with disabilities and limited English proficient students in large-scale assessments: A summary of recent progress. Washington, DC: National Center for Education Statistics, U.S. Department of Education.

This report describes recent efforts at national, state, and local levels, including those made by the National Assessment of Educational Progress (NAEP), to increase the participation in large-scale assessments of both students with disabilities and those categorized as having limited English proficiency. The report discusses the emerging emphasis on assessment equity and the trend toward assessing a fuller range of students so that test sample populations more accurately represent the U.S. student population. This publication gives an overview of the issues involved in the assessment of both students with limited English proficiency and students with disabilities and analyzes both the participation of these students in state assessment programs and the accommodations and adaptations used. After describing the approaches and procedures employed by NAEP to increase participation, ongoing studies and potential areas for future research are identified.

Roeber, E.D. (1995). Using new forms of assessment to assist in achieving student equity: Experiences of the CCSSO state collaborative on assessment and state standards. In M. Nettles & A. Nettles (Eds.), Equity and excellence in educational testing and assessment (pp. 265–288). Boston: Kluwer Academic Publishers.

The author describes the experience of a fourteen-state collaborative designed to assist states in developing achievement standards and assessment programs. The publication examines how this effort and comparable ones can address achievement inequities, discusses various dimensions of equity, and explores whether new forms of assessment will promote or hinder equity.

Rothman, R. (1994). Assessment questions: Equity answers. Proceedings of the 1993 CRESST Conference. Los Angeles: National Center for Research on Evaluation, Standards, and Student Testing.

This brief report summarizes the proceedings of a conference where more than 200 researchers, policymakers, and teachers gathered to discuss assessment equity. Some sessions considered questions such as how to define equity, consider equity when designing assessments, interpret assessment results equitably, and evaluate the fairness of assessments. Others provided information on data from large-scale assessment programs, discussed the costs of performance assessment, or considered the use of portfolios and group assessment. One session examined the importance of considering equity when establishing a research agenda. CRESST co-director Robert Linn noted that traditional methods of evaluating test fairness are inadequate for use with performance assessments and proposed that a concern with equity requires consideration of a new set of factors when determining if assessments are fair. Other researchers discussed experiments

currently underway that offer possible ways of assessing English language learners and other traditionally underserved groups more fairly.

Winfield, L. (1993). Assessment, equity, and diversity in reforming America's schools. (ERIC Document Reproduction Service No. ED 377 201). Los Angeles: Center for Research on Evaluation, Standards, and Testing.

The author examines the equity implications of federal policies that advocate using national standards and assessments to improve schools. The author expresses concerns about whether diverse student populations really have equity of opportunity. She examines the history of bias against poor and minority students and discusses the failure of reform programs—in her view—to consider diversity issues. The implications of federal reform policies for equity and diversity are examined in relation to conditions in schools, the type of test proposed, the testing context, and the diverse backgrounds of the learners to be assessed. The author cautions that performance assessments may replace one set of test biases with another.

Winfield, L. (1995). Performance-based assessments: Contributor or detractor to equity? In M. Nettles & A. Nettles (Eds.), Equity and excellence in educational testing and assessment (pp. 221–241). Boston: Kluwer Academic Publishers.

The author considers whether new types of assessment are fair and argues that alternative assessments will not be more equitable unless teachers in schools that serve poor inner-city and minority students change their instructional practices. She presents a conceptual framework for considering equity issues based on the following four dimensions: 1) instructional conditions which occur prior to testing; 2) contexts in which testing occurs; 3) characteristics of the learners being assessed; and 4) content and validity of the assessments. She discusses the conditions necessary for performance assessment to contribute to greater equity.

Wolf, D., Bixby, J., Glenn, J., & Gardner, H. (1991). To use their minds well: Investigating new forms of student assessment. Review of research in education, 17, 31–74.

In this article, Wolf and her colleagues discuss the implications of the transition from a testing culture to an assessment culture. America's emphasis on standardized testing and a fixed view of intelligence, on relative ranking, and on scientific measurement is reviewed as is the negative impact of this view of learning on minority student populations who have been sorted and tracked into low-skill classrooms. This approach to testing that has been common in the past contrasts with the emerging assessment culture. New approaches to assessment are based on new conceptions of how children learn, invite demonstrations of thinking and accomplishment, and use alternative developmental assessments. The authors offer hope that new modes of assessment will provide a better means for revealing the abilities of student populations that typically have not performed well on standardized tests.

Assessment and English Language Learners

August, D., & McArthur, E. (Eds.). (1996). Proceedings of the conference on inclusion guidelines and accommodations for limited English proficient students in the national assessment of educational progress. Washington, DC: National Center for Education Statistics.

This document details the proceedings of a working meeting at which participants discussed efforts to include students categorized as having limited English proficiency in the National Assessment of Educational Progress (NAEP). Guidelines for including students with limited English proficiency in the assessment, the results of field-tests, modifications and administration procedures intended to make the NAEP more inclusive, and reporting data on students with limited English proficiency were discussed. Important areas for future research and development were identified such as how best to conceptualize English proficiency and understand the relationship of subject-matter content knowledge to English language proficiency. Other potential directions for research included potential modifications in large-scale assessments, projections of scores for students with limited proficiency in English based on other information, and best methods for reporting data on the performance of limited English proficient students. A variety of strategies for including students categorized as having limited proficiency in English are reviewed in this proceedings document.

August, D., & Pease-Alvarez, L. (1996). Attributes of effective programs and classrooms serving English language learners. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning, University of California.

The authors emphasize the importance of creating effective schools for English language learners and present a model of school change based on conditions that maximize opportunities for these students to meet challenging performance expectations. The model presented builds on the school-wide and classroom cultures, policies, and practices that characterize effective schools for English language learners. Elements of the model include a core curriculum aligned with rigorous content standards, student assessment that is culturally responsive, teacher knowledge of strategies that support students' cultural backgrounds, and a challenging and responsive learning environment. Every element of the model is first presented in a research-based discussion and then followed by attributes of effective practices based on examples from school sites.

Bordeaux, R. (1995). Assessment for American Indian and Alaska native learners. ERIC Digest. Washington, DC: ERIC Clearinghouse on Rural Education and Small Schools.

This digest describes studies that have shown the inadequacies of standardized methods for assessing the progress of American Indian and Alaska Native students. The author discusses the potential benefits of performance-based assessment for these student populations.

Clements, B., Lara, J., & Cheung, O. (1992). Recommendations for improving the assessment and monitoring of students with limited English proficiency. Washington, DC: Council of Chief State School Officers.

This report summarizes the work of an advisory committee established by the Council of Chief State School Officers to develop broad recommendations concerning the assessment of limited English proficient students and the collection and reporting of data on these students by state education agencies. The report discusses definitions of language proficiency, assessments for distinct purposes (classification, placement, monitoring academic progress, and reclassification), and methods of collecting data for monitoring students. A model for assessment and service delivery to students with limited proficiency in English is presented.

Damico, J. S. (1992). Performance assessment of language minority students. Proceedings of the National Research Symposium on Limited English Proficient Student Issues: Vols. 1 and 2. Focus on Evaluation and Measurement (pp. 137–186). (ERIC Reproduction Service No. ED 948 815). Washington, DC: Office of Bilingual Education and Minority Languages Affairs.

In this paper, the author discusses the complexity and requirements of using performance assessments with language minority students, particularly at the elementary and middle school levels. He contends that the design of performance assessments for language minority students must be consistent with both the currently accepted construct of language proficiency and the numerous assessment requirements in public schools. Performance assessments for these students must evaluate true linguistic performance by addressing the student's underlying language proficiency and learning. The author proposes a descriptive approach to assessment that is theoretically defensible and psychometrically sufficient and describes the essential characteristics of successful performance assessment. The author also discusses the assessment process and procedures for analyzing results. Appended to the paper are responses by J. Michael O'Malley and Cecilia Navarrete.

Estrin, E. T. (1993). Alternative assessment: Issues in language, culture, and equity. (Far West Laboratory Knowledge Brief No. 11). San Francisco: Far West Laboratory.

This brief summarizes many of the equity issues surrounding the public debate on assessment of culturally and linguistically diverse student populations. It touches on the misuse of test results and unequal access to high quality learning opportunities. The author discusses the social context of assessment and cautions that cultures vary in their methods of teaching and assessing children. The brief also provides an in-depth look at the role of language and culture in instruction and assessment and offers suggestions for "culturally-responsive pedagogy." It concludes with a discussion of positive steps that can be taken to ensure assessment equity for students whose language and cultural backgrounds are different from those of the mainstream student population.

Farr, B., & Trumbull, E. (1997). Assessment alternatives for diverse classrooms. Norwood, MA: Christopher-Gordon.

This book is a comprehensive resource for teachers, administrators, professional developers, teacher educators, and policymakers on the use of alternative assessments with culturally and linguistically diverse student populations. The authors discuss what is required to achieve assessment equity in a diverse society, what role language plays in instruction and assessment, and how portfolio assessment can be used in classrooms with diverse groups of students. They provide frameworks for thinking about assessment and related issues, giving real-world examples that make the concepts come alive. Farr and Trumbull present the perspectives of researchers with varied expertise in end-of-chapter commentaries. Finally, a chapter titled "Voices from the Field" includes first-hand reports from educators engaged in developing and implementing new assessment approaches.

Garcia, G., & Pearson, P. (1994). Assessment and diversity. Review of Research in Education, 20, 337–391.

This paper provides a detailed overview of the issues surrounding student diversity and assessment. The authors first summarize key research findings on the built-in biases of "formal" standardized assessments; topics covered include content and norming bias, theoretical inadequacies, and misuse of tests and test results (consequential validity). They then turn their attention to authentic classroom assessment and performance assessment, discussing the potential advantages and disadvantages for students from culturally, linguistically, and economically diverse backgrounds. Because little research has been conducted on the efficacy of performance assessments or their impact on diverse student populations, the review presents inferences from other research studies that have focused on cultural, linguistic, and economic diversity.

Geisinger, K.F., & Carlson, J.F. (1992). Assessing language-minority students. ERIC Digest. Washington, DC: ERIC Clearinghouse on Tests, Measurement, and Evaluation.

This brief document discusses important factors in assessing limited English proficient students such as understanding the role of culture, evaluating the validity of tests, and administering tests. The authors emphasize the importance of establishing sound practices for testing students identified as having limited proficiency in English.

Hafner, A., & Ulanoff, S. (1994). Validity issues and concerns for assessing English learners: One District's Approach. Education and Urban Society, 26 (4), 367–389.

This article describes the efforts of a small urban district with a high percentage of English language learners to establish a language arts assessment program that is embedded in the curriculum. The authors report the results of the pilot year, considering such factors as the impact of the language of classroom instruction, teacher effectiveness, differences between groups, and correlations between student achievement on multiple-choice assessments and curriculum-embedded assessments. The authors conclude that the pilot project was effective in changing instruction and providing accurate and fair assessments of English language learners' abilities. Examples of a rubric and scoring sheet are provided.

Hamayan, E. V. (1995). Approaches to alternative assessment. Annual Review of Applied Linguistics, 15, 212–226.

The author examines the major characteristics of alternative assessment and its use in language learning. The article reviews several types of alternative assessments and discusses the use of these assessments to determine student language proficiency and monitor the effectiveness of instruction. Procedures for setting up alternative assessments are presented. A short annotated bibliography describes eight useful resources on alternative assessment.

Hancock, C. R. (1994). Alternative assessment and second language study: What and why? ERIC Digest. Washington, DC: ERIC Clearinghouse on Language and Linguistics.

This digest looks at why there is such an emphasis on alternative assessment and the meaning of this emphasis for language teachers, researchers, and students. The author contrasts assessment and testing, discusses why alternative assessment is needed, and describes portfolio assessment.

Henderson, A., Donly, B., & Strang, W. (1995) Summary of the bilingual education state educational agency program survey of states' limited English proficient persons and available educational services 1993–1994. Arlington, VA: Development Associates.

This report summarizes information from a survey in which state education agencies were asked about the number of limited English proficient students in the state and the educational services provided or available to those students during the 1993–94 school year. The report provides data on the number and percentage of public and non-public school students who were categorized as having limited English proficiency during 1993–94, on enrollment trends from 1985–86 to 1993–94, and on the types of criteria and tests used to identify students with limited English proficiency. Data that has equity implications for students with limited English proficiency are also provided

such as on the types of programs serving these students, on the number and percentage of these students scoring below state norms, and on the number and percentage who stayed in school or dropped out. While the authors indicate that the survey data was carefully reviewed for data entry errors, they also note that questions persist regarding both the adequacy of data collection procedures at the state level and the lack of shared definitions of "limited English proficiency" from state to state; either of these inconsistencies could have led to substantial inaccuracies in the survey's results. They particularly note the undercounting of limited English proficient students in non-public schools.

Hernandez, R. (1994). Reducing bias in the assessment of culturally and linguistically diverse populations. Journal of Educational Issues of Language Minority Students, 14, 269–300.

The author identifies factors that contribute to bias in assessing the communication abilities of children categorized as having limited English proficiency and discusses various aspects of first and second language development that affect the assessment of language proficiency. Hernandez also suggests five general strategies for reducing bias in assessment: 1) know the student's cultural and linguistic background; 2) determine his/her level of acculturation; 3) control cultural variables; 4) determine the language or languages that should be used in the testing situation; and 5) use interpreters.

Irvine, J.J., & York, D.E. (1995). Learning styles and culturally diverse students: A Literature Review. In J. Banks & C.M. Banks (Eds.), Handbook of research on multicultural education (pp. 484–497). New York: MacMillan Publishing USA.

The authors examine what the research literature says about the effects of learning styles on the academic achievement of students from culturally diverse backgrounds. They discuss the problems inherent in learning styles theory, raising questions about the instruments used to assess learning styles. The article includes a useful table that describes various learning styles assessment instruments. The research on the learning styles of different cultural groups is summarized, and the authors offer strong cautions against excessive reliance on this research. They conclude with an assertion that while certain aspects of learning styles theory and research are useful, the applicability of the data is limited.

LaCelle-Peterson, M., & Rivera, C. (1994). Is it real for all kids? A framework for equitable assessment policies for English language learners. Harvard Educational Review, 64 (1), 55–75.

The authors argue that unless education reformers reflect seriously on the implications of assessment reform for specific groups of students—including English language learners—little meaningful change will occur. They present a demographic profile of English language learners, propose a definition of educational equity and excellence, and outline what educational goals would need to

be adopted for English language learners to receive a world--class education. The article includes a table that summarizes equity issues in accountability assessment systems. The authors describe the characteristics of equitable assessment and provide guidelines for ensuring that assessment reform meets the needs of English language learners.

Lachat, M.A. (1998). What policymakers and school administrators need to know about assessment reform and English language learners. Providence, RI: Northeast and Islands Regional Educational Laboratory at Brown University.

The author provides a comprehensive overview of the implications of performance-based assessment reform for English language learners. A question and answer format is used to present the most important findings from the research literature, and implications for policy and practice are summarized in ways that will be useful to state and local policymakers and school administrators. Some of the following topics are covered: what it means to shift from a testing culture to an assessment culture; how language and culture affect how English language learners learn and how assessment policies have affected their access to educational opportunity; what issues are raised by the use of performance-based assessment with English language learners; and what school administrators and teachers can do to ensure that school and classroom assessments of English language learners are appropriate.

Lam, T. (1991). Testing of limited English proficient children. In K. Green (Ed.), Educational testing: Issues and applications (pp. 125–167). NY: Garland Publishing.

The author provides an overview of some key issues in the testing of students categorized as having limited English proficiency, listing the legal requirements, discussing problems with current strategies of assessment, and suggesting strategies that might produce more valid testing practices. He argues for more accurate assessments of language proficiencies, noting that the same student may be rated proficient on one measure and not proficient on another. He suggests that language proficiency assessment is reliable only if the inherent biases of the testing process are allowed for and corrected by using multiple testing approaches.

Lara, J., & August, D. (1996). Systemic reform and limited English proficient students. Washington, DC: Council of Chief State School Officers (CCSSO).

This report summarizes a 1994 survey of state education agencies and is a source of state-by-state data on the inclusion of students categorized as having limited English proficiency in state reform initiatives. In addition to providing demographic data, states were asked to provide information about their procedures for identifying students with limited English proficiency and for considering these students in systemic planning. States were also asked about how content standards

were developed and applied to students with limited English proficiency and how teachers of these students were included in general professional development meant to support standards implementation. States were also asked to indicate the extent to which students with limited English proficiency were considered in establishing performance standards and conducting student assessments and to provide data on exempted students and the kinds of accommodations permitted. Other useful information in this report includes guidelines for implementing opportunity-to-learn standards, guidance to local education agencies on Title VI, a list of licensing standards for teachers of students with limited English proficiency, and an outline of the professional development needs of teachers who must help limited English proficient students meet standards. The structure of state educational organizations and their technical assistance needs are discussed briefly. There are several comparative charts, and the report details the situation of individual states and describes some general conditions and trends.

Navarrete, C., & Gustke, C. (1996). A guide to performance assessment for linguistically diverse students. Albuquerque, NM: Evaluation Assistance Center-West.

The authors discuss the enormous changes occurring in assessment, highlighting that the needs of students from diverse language backgrounds have generally not been considered when new assessment systems have been developed. They describe typical characteristics of students with backgrounds in languages other than English and define the key features of performance assessments. What is most useful about this document is the framework and guidelines it provides for selecting and designing sound assessment systems for use with linguistically diverse student populations. The framework and guidelines are based on six objectives: connect standards to assessment; link instruction, learning, and assessment; enhance performance assessment practices; ensure meaningful multiple assessments; create clear scoring criteria; and prepare educators to be skilled judges of student performance. The authors conclude with approaches for presenting performance assessments in a meaningful and useful manner. This document also includes an appendix of assessment samples.

O'Malley, J. M., & Pierce, L. V. (1994). State assessment policies, practices, and language minority students. Educational Assessment, 2, 213–255.

This paper describes the results of a survey conducted in 34 eastern states, the District of Columbia, the Virgin Islands, and Puerto Rico to determine what assessment policies are used in large-scale testing programs, whether they employ adaptations for English language learners, and how they identify English language learners for placement in special language programs designed to meet their needs. Survey results indicated that in many states English language learners were typically excluded from assessments. To address the issues raised in the survey, the authors conclude with a set of recommendations for state education agencies.

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O'Malley, J. M., & Pierce, L. V. (1996). Authentic assessment for English language learners. Reading, MA: Addison-Wesley.

This book is a practical, step-by-step guide to establishing authentic assessment practices with English language learners. Recommendations are supported by research and examples. Emphasis is placed on connecting authentic assessment practices to existing classroom practices, and background information on assessment issues and various assessment options is included. The chapters focus on designing and using authentic assessments, portfolio assessment, oral language assessment, reading assessment, writing assessment, and content area assessment. Numerous examples from the classroom are provided, as are scoring rubrics, writing prompts, examples of children's self-assessments, and other authentic assessment tools. This guide to authentic assessment is a research-based document designed to be useful to practitioners.

Pierce, L.V., & O'Malley, J.M. (1992). Performance and portfolio assessment for language minority students. (NCBE Program Information Guide Series No. 9). Washington, DC: NCBE.

The authors provide practical approaches to two assessment strategies for monitoring the language development of English language learners in the upper elementary and middle grades. They detail procedures for designing performance assessments and describe a framework for portfolio assessment. They include samples of student rating scales, portfolio contents, self-assessment checklists, and holistic scoring guides.

Rivera, C., Vincent, C., Hafner, A., & LaCelle-Peterson, M. (1997). Statewide assessment programs: Policies and practices for the inclusion of limited English proficient students. (ERIC/ AE Digest Series EDO-TM-97-02). Washington, DC: Catholic University of America Department of Education.

The authors use data from surveys of state assessment directors to discuss the general lack of consensus among states regarding the inclusion of students categorized as having limited English proficiency in statewide assessments of educational progress. They note the extensive use of exemptions and modifications of testing conditions and the significant variations in these adjustments from state to state. They conclude that state education agencies are struggling to develop appropriate policies to include students with limited English proficiency in statewide assessment programs. They identify areas for further research such as determining the effectiveness of test modifications in assessing students who possess varying levels of English proficiency-and conducting studies on the technical quality of translated tests. The authors urge states with high school graduation tests to take steps to ensure that these assessments provide valid measurements of students with limited English proficiency.

Saville-Troike, M. (1991). Teaching and testing for academic achievement: The role of language development. (FOCUS: Occasional Papers in Bilingual Education No. 4) Washington, DC: NCBE.

The author discusses the implications of research findings and cognitive theory that suggest a focus on language skills alone is too narrow to explain or predict the achievement of students with limited English proficiency. She cites research indicating that academic skills transfer effectively regardless of the language in which they were acquired. Students with school experience do better in school, even if the language is different from that used in their initial school experience. She suggests that the essential problem with existing language assessments is that they rarely predict academic achievement accurately and that assessment needs to be a "multidimensional" process. She considers whether standardized reading tests that test multiple skills might be adapted to track the progress of students with limited English proficiency. She also suggests that tests of English language proficiency that are essentially unconnected to curriculum content are inappropriate and should not be used for placement purposes.

Stansfield, C.W. (1996). Content assessment in the native language. ERIC Digest. Washington, DC: ERIC Clearinghouse on Assessment and Evaluation.

The author discusses the problem of exempting students who are not proficient in English from national and state assessment programs and high school graduation tests. His solution for some students is to provide content assessments in the students' native language, thus eliminating the language barrier posed by tests written in English. The article provides a description of testing accommodations and cautionary advice about their use.

Tannenbaum, J. (1996). Practical ideas on alternative assessment for ESL students. ERIC Digest. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.

This brief document offers suggestions for using alternative assessments with students learning English as a second language. The article provides specific examples of alternative assessment measures and an outline of the types of materials that can be included in a portfolio.

Teachers of English to Speakers of Other Languages. (1997). ESL standards for pre-K–12 students. Alexandria, VA: Author.

This document presents the ESL Standards developed by Teachers of English to Speakers of Other Languages (TESOL). The standards are divided by grade level and were designed to be used by teachers and other educators who want to incorporate them into an educational program for students in the process of developing English proficiency. Developed through a nationwide effort, the ESL standards describe the language skills necessary for both social and academic purposes. For each standard, this document provides descriptors of the behaviors students exhibit when they

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meet the standard, sample progress indicators and vignettes that offer practitioners a sampler of instructional strategies. There is also a discussion of why ESL standards are needed and a suggested bibliography.

Wiens, E.M., Arterburn, S., & DiCerbo, P.A. (1995). Inclusion of limited English proficient students in state performance standards and assessments. Arlington, VA: Development Associates.

This report presents information on the status of state efforts to develop statewide student performance standards and assessment systems and describes the extent to which limited English proficient students have been included in these state systems. The report draws on 1995 surveys conducted by the Council of Chief State School Officers and the American Federation of Teachers and on information collected directly from states. Included are descriptions of trends in state performance standards and assessment procedures, a discussion of factors influencing planning and development efforts, and a list of the challenges facing states. A matrix and detailed descriptions of state-by-state efforts are provided.

Zehler, A.M., Hopstock, P.J., Fleischman, H.L., & Greniuk, C. (1994). An examination of assessment of limited English proficient students. Arlington, VA: Development Associates.

This paper covers the implications of assessment reform for students who are developing English proficiency. Topics covered include the role of assessment in making educational decisions about students categorized as having limited English proficiency and the effects of including these students in large-scale accountability assessments. Problems in using standardized tests are discussed as well as issues in developing and using alternative assessments. The authors conclude with a set of recommendations about assessing students with limited English proficiency for instructional purposes, for purposes of identification and placement, and for purposes of evaluation and accountability.