

PERFORMANCE AND PORTFOLIO ASSESSMENT FOR LANGUAGE MINORITY STUDENTS

Lorraine Valdez Pierce; J Michael O'Malley

Note: Every attempt has been made to maintain the integrity of the printed text within the constraints of the electronic environment. In some cases, figures and tables have been reconstructed or omitted.

INTRODUCTION

Well-designed assessment procedures are essential to meeting the needs of language minority students acquiring English as their second language. Assessment is involved at many steps in a continuum of services for these students; in initial identification, in the placement of students into appropriate instructional programs, in monitoring the progress students make within these programs, in reassigning students to different levels within a program depending on their growth in English language skills, in moving students out of special programs and into mainstream classes, and in following the progress of these students in the mainstream. This continuum is wholly dependent at each step on the appropriate selection, use, and interpretation of relatively complex assessment procedures.

BACKGROUND

Recently, there has been a growing interest among mainstream educators in performance assessment due to concerns that multiple-choice tests, usually the only option available from test publishers, fail to assess higher order skills and other skills essential for functioning in school or work settings (Haney & Madaus, 1989; Neill & Medina, 1989; O'Neil, 1992; Wiggins, 1989). Multiple-choice tests are not authentic because they do not represent activities students typically perform in classrooms. In addition, multiple-choice tests do not reflect current theories of learning and cognition and are not based on abilities students actually need for future success (Herman, 1992). Another concern is that standardized tests cannot be used to closely monitor student progress in the school curriculum throughout the year since they are only administered once or twice annually. These concerns are no less valid for educators of language minority students.

PURPOSE AND DEFINITIONS

This publication describes performance assessment procedures and a portfolio assessment framework for monitoring the language development of language minority students in the upper elementary and middle grades. Performance and portfolio assessment may also be used to meet other purposes, such as reassignment or reclassification, as determined by teachers or other school staff. Although assessment of student progress in the content areas merits description and critical analysis, examples of performance assessment procedures provided here are limited to the monitoring of English and/or native language development. We begin by defining basic terms

Assessment And Placement Of Minority Students

Joni L. Mihura



Assessment And Placement Of Minority Students:

Assessment and Placement of Minority Students, 1989 **Assessment and Placement of Minority Students** Ronald J. Samuda, 1989 **An Introductory Reader to the Writings of Jim Cummins** Jim Cummins, Colin Baker, Nancy H. Hornberger, 2001 The contribution of Jim Cummins to bilingualism and bilingual education has been substantial and profound This reader provides a comprehensive compilation of his most important and influential texts The book also provides a detailed biographical introduction and a commentary on the growth of ideas over three decades New Approaches to Assessment and Placement of Minority Students Ronald J. Samuda, 1990 New Approaches to Assessment and Placement of Minority Students Ontario. Ministry of Education, Ronald J. Samuda, 1990 This publication includes an overview of cultural diversity in the schools a comparative view of the practice of streaming the difficulty in placing minority students the attitudes of teachers and administrators the assessment of academic potential the concept of intelligence and the psychometric factors of reliability and validity in the selection and use of psychological tests It also reviews the results of the original provincial study that focused on the reception assessment counselling and accommodation of minority students in the schools of Ontario Finally it discusses innovative approaches in assessment Case Studies of Minority Student Placement in Special Education Beth Harry, Janette Klingner, Elizabeth Cramer, 2007 This book features vivid case studies that bring to life real children school personnel and family members from the bestselling book Why Are So Many Minority Students in Special Education Once again addressing the disproportionate placement of minority students in special education programs this new book includes the voices and perspectives of all stakeholders to show the tremendous complexity of the issues and the dilemmas faced by professionals family members and children Challenging questions and scenarios are offered at the end of each case study to provide thoughtful follow up activities and topics for further study This collection of cases can be used on its own or as a companion to the main volume in elementary and special education courses and professional development workshops This book provides a thorough and detailed description of the multiple factors that combine to provide inequitable educational opportunities for minority students living in poverty the authors do not shy away from discussion of racism on the individual and institutional levels they engage in this discussion in a refreshingly detailed and nuanced way TC Record It is the best casebook on special education that I have seen Velma L Cobb Vice President of Education and Youth Development National Urban League **The Assessment of Multilingual Learners** Kate Mahoney, 2024-09-10 This book is a comprehensive introduction to the topic of assessing students who use two or more languages in their daily life The book provides foundational information for assessing multilingual learners MLs in schools with an emphasis on school language and content Major assessment ideas are viewed through a framework called PUMI Purpose Use Method and Instrument to help readers focus on important assessment principles leading to better quality assessments for MLs This is a substantially revised and updated second edition of The Assessment of Emergent Bilinguals

Updates in this edition include a greater focus on multilingual assessment and assessment in language contexts in addition to English Spanish This edition addresses both the current politics of multilingual assessment and recent theoretical developments including an expanded exploration of translanguaging in assessment contexts This edition aims to be more practical than the first edition with more examples of assessments and rubrics and a greater emphasis on using assessment results in formative ways Resources in Education ,1998-04 **Issues in Educational Placement** James M.

Kauffman,Daniel P. Hallahan,Terry A. Astuto,John Wills Lloyd,2019-08-07 Placement of students with disabilities in the least restrictive environment has become a central issue in special education To date no comprehensive treatment of placement issues is available especially for students with emotional and behavioral disorders who present particularly difficult placement problems This book combines data and discussions intended to further the understanding of how and why decisions are made to place students with emotional or behavioral disorders in particular educational environments This volume establishes the problem of placement in a contemporary and historical context reviews the literature on placement of students with emotional or behavioral disorders and discusses placement options and concerns about multicultural issues post secondary education law and regulation demands on teachers and policy choices Its goals are to improve understanding of decision processes leading to placement set the stage for improvements in pupils lives in school and elsewhere and stimulate research on the many placement issues that are left unresolved *Forum* ,1991 *Intelligence Testing and Minority Students* Richard R. Valencia,Lisa A. Suzuki,2000-09-19 At last a book that is comprehensive balanced and sensitive in its approach to the intellectual assessment of minority children This book will quickly become a standard text in courses on assessment and diversity Jonathan Sandoval University of California Davis Congratulations to Richard Valencia and Lisa Suzuki for producing a long overdue comprehensive and balanced treatment of cognitive assessment for minority children This volume should prove to be a great value for practitioners and researchers alike Terry Gutkin University of Nebraska Lincoln I believe that Intelligence Testing and Minority Students is absolutely outstanding Valencia and Suzuki demonstrate unusually rich research based theoretical practical and clinical foundations for treating the important and thorough set of topics covered by the book Their underlying compassion is also evident throughout the book I recommend this book to everyone in the field of assessment it is must reading for anyone who tests minority students Alan S Kaufman Yale University School of Medicine This book should be required reading for those who work in this field either in a research or clinical capacity but is especially important for those who have reservations about the use of standardized tests for intellectual assessment It is a highly valuable reference Robert Rueda University of Southern California This is a very rich resource on the history of intelligence testing and it s application to diverse ethnic groups Theoretical and applied topics are well integrated in the discussions Most important is the inclusion of the record of white supremacy ideology the issues of cultural salience in measurement and the issues of usage I know of no other reference on this topic that is as comprehensive as is this

one Asa G Hilliard III Georgia State University What roles do socioeconomic status home intellectual environment test bias and heredity play in explaining measured intellectual performance between and within racial ethnic groups Intelligence Testing and Minority Students provides a fresh opportunity to reexamine the construct of intelligence as well as its strengths and weaknesses Viewed as a psychometric tour de force this work provides a concrete argument for prioritizing the nation s testing needs as well as the multicultural perspectives of intelligence Psychometricians and practitioners alike will find this book to be a useful reference in understanding assessment tests and their relationship with minority students With the rising necessity for better and more comprehensive testing it has become of the utmost of importance to respond fairly and validly to the diversity of this nation s citizens The authors have acknowledged this need by including a thorough discussion of cognitive testing issues as well as an exploration of future movements From the historical views of testing to the future direction of nondiscriminatory assessment no professional should be without this must have reference About the Authors Richard R Valencia Ph D is Professor in the Department of Educational Psychology College of Education at The University of Texas at Austin Dr Valencia s research and scholarly interests include the intellectual and academic development of racial ethnic minority students historical social and psychological status Lisa A Suzuki Ph D is Assistant Professor in the Department of Applied Psychology School of Education at New York University Dr Suzuki previously worked as a school counselor and psychological examiner for the Department of Education in the state of Hawaii Over the years she has administered over 300 intelligence tests to diverse populations Her observations sparked an interest in pursuing a greater understanding of the cognitive abilities and intelligence of diverse racial ethnic populations **Equal Educational**

Opportunity Project Series: Equal educational opportunity and nondiscrimination for students with limited English proficiency, federal enforcement of Title VI and Lau v. Nichols United States Commission on Civil Rights,1997

The Handbook of Forensic Psychology Irving B. Weiner,Randy K. Otto,2013-12-16 A revised new edition of one of the top references for forensic psychologists This top professional and academic reference in forensic psychology is an established presence as both a professional reference and graduate text This Fourth Edition is completely revised and updated for the new and rapidly growing demands of the field to reflect the new tools available to and functions required of present day practitioners The new edition expands coverage of neuropsychological assessment eyewitness testimony ad jury competence and decision making including selection process and authority In addition the new ethics guidelines approved by the American Psychological Association APA are included and interpreted Updated to include reframed content and the introduction of new chapter topics and authors Ideal for professional forensic psychologists and graduate students Written by experts in the field a clinical professor of psychiatry and an associate professor of mental health policy **Placing Children in Special Education** National Research Council,Division of Behavioral and Social Sciences and Education,Commission on Behavioral and Social Sciences and Education,Committee on Child Development Research and Public Policy,Panel on

Selection and Placement of Students in Programs for the Mentally Retarded, 1982-02-01 The document contains the final report of a project to determine the factors that account for disproportionate representation of minority students in special education programs especially programs for mentally retarded students and to identify placement criteria for practices that do not affect minority students disproportionately Chapter 1 looks at six potential causes of disproportionate placement of minorities in educable mentally retarded EMR programs legal and administrative requirements characteristics of students quality of the instruction received possible biases in the assessment process characteristics of the home and family environment and broader historical and cultural contexts Chapter 2 describes characteristics of EMR students then reviews the historical origins of special education in America with attention to the role of the standardized intelligence test for identification and placement of mentally retarded students A third chapter is split into two sections one on the issues surrounding the instruments that comprise a comprehensive battery for assessing a child who is unable to learn normally in the classroom and the other on an ideal assessment process in which the comprehensive assessment would be embedded Chapter 4 considers the components of effective education programs for EMR students and reviews three approaches to instruction the separate class structure the resource room and the teacher consultant model A final chapter lists recommendations for improvements in special education referral assessment and placement procedures and instructional practices More than half the document is comprised of six background papers with the following titles and authors Biological and Social Factors Contributing to Mild Mental Retardation J Shonkoff Classifying Mentally Retarded Students A Review of Placement Practices in Special Education W Bickel Testing in Educational Placement Issues and Evidence J Travers Effects of Special Education Placement on Educable Mentally Retarded Children K Heller Some Potential Incentives of Special Education Funding Practices S Magnetti and Patterns in Special Education Placement as Revealed by the OCR Survey J Finn

SB **Equal Educational Opportunity Project Series** United States Commission on Civil Rights, 1997 Handbook of Giftedness in Children Steven I. Pfeiffer, 2008-02-20 Mention special needs children and most people think of students struggling to overcome learning and physical disabilities as well as problem behaviors that interfere with achieving full academic potential But there is a hidden population of special needs children the gifted and talented and their teachers parents and other professionals are often not well equipped to respond to their unique academic and developmental needs In one comprehensive resource the Handbook of Giftedness in Children brings together leading experts from the fields of psychology and education combining theory and applied empirical research on such crucial topics as conceptualization types of intelligence developmental considerations and ethical and legal concerns Particular attention is given to social and family contexts and evidence based strategies and interventions offer solid guidelines on assessment curriculum design and encouraging and nurturing talent from preschool through adolescence Sample topics include Approaches to screening and assessment including IQ and other tests The gifted child's social world from peer relationships to gender issues Special

issues of gifted but disadvantaged students Problems and interventions specific to families with a gifted child Career counseling planning and mentorship This volume is an essential resource for anyone working with gifted and talented children including clinical child and school psychologists educators and other allied professionals as well as child psychiatrists family therapists social workers and pediatricians and other healthcare professionals It also serves as an invaluable guide for graduate students in these and related fields Microaggressions Across the Great Divide: High-Stakes Written Assessments, the Threat of Stereotype and Hidden Curriculum , **Mental Retardation Handbook** Martin N. Levine,1989 **Equal Educational Opportunity and Nondiscrimination for Minority Students** United States Commission on Civil Rights,1999 *The Oxford Handbook of Personality and Psychopathology Assessment* Joni L. Mihura,2025 In this second edition of the Oxford Handbook of Personality Assessment now titled The Oxford Handbook of Personality and Psychopathology Assessment Joni L Mihura brings together a respected group of international contributors to cover significant changes within the field of personality assessment The Handbook is updated to cover a range of topics focusing on four major goals to integrate contemporary dimensional models of personality and psychopathology to use a multimethod approach in which the method of assessment shapes the desired construct to integrate collaborative therapeutic assessment C TA when possible and to consider personality and psychopathology assessment through the lens of human diversity

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