Assessing Culturally And Linguistically Diverse Students A Practical Guide Practical Intervention In The Schools

Woodcock-Johnson® IV: Recommendations and Strategies is a guide to understanding and working with the new edition of the W-J®-IV battery, one of the most highly regarded instruments for measuring cognitive ability, oral language skill, and achievement. Written specifically for educators, school psychologists, and clinical psychology professionals, this guide provides a wide variety of educational resources, along with summaries of proven methods and techniques for implementing examiner recommendations. In addition to a clear, concise overview of the use and interpretation of the W-J®-IV, readers gain access to customizable summaries of methods and techniques that are frequently included in the recommendations or diagnostic sections of reports. These summaries may be attached to a report so that teachers, educational therapists, or parents are encouraged to implement the recommended procedures. Woodcock-Johnson® IV: Recommendations and Strategies provide practical, step-by-step instructions for developing evidence-based and RTI-based educational recommendations and reports. Inside, you’ll find: Educational recommendations for language, reading, mathematics, memory, attention, and behavior management. Strategies for creating measurable goals and objectives based on W-J®-IV results. Suggestions for discussing score summaries with parents and family members. Customizable technique summaries for use in reporting and record-keeping. In addition to comprehensive explanations and recommendations, the CD included with this book provides customizable spreadsheets, worksheets, and report-writing templates that make it easy to work with the new W-J®-IV right away. Woodcock-Johnson® IV: Recommendations and Strategies is a must-have resource for psychologists, educators, clinicians, and diagnosticians who work with people from age two and up.

Identifying and Serving Culturally and Linguistically Diverse Gifted Students revolutionizes the identification and education of culturally and linguistically diverse (CLD) gifted and talented students. Written with the educator, administrator, and program developer in mind, this book will positively transform the educational system for working with CLD student populations. Correlated with the updated NAGC standards, the book examines existing program structures through the lens of over- and underrepresentation of CLD students in gifted programs. The book also features a formula for auditing current programs for CLD representation and an innovative model for identifying these students for gifted services.

Assessing Business Excellence presents a strategic framework for business excellence and total quality management and shows how you can be actively involved in continuous improvement by systematically reviewing your business activities and results against holistic business excellence frameworks. For all practitioners who seek to use total quality management to improve their organization’s effectiveness, efficiency, and responsiveness, this title is the essential route map to business excellence. From two leading expert authors comes a book where the most recognized quality award criteria are used to explore the concepts of business excellence and self-assessment. This book: * Introduces the major business excellence and total quality frameworks including The Malcolm Baldrige National Quality Award and the European Quality Award and ISO9000:2000 * Compares the frameworks and identifies their strengths and limitations * Introduces the self-assessment process. * Explores the main approaches to self-assessment. * Illustrates the practical benefits of self-assessment through case examples

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. A much-needed resource for helping teachers assess the increasing number of diverse students and English learners in today’s K-12 classrooms, Assessment Accommodations for Classroom Teachers details effective classroom assessment practices and organizes recommended strategies around the four critical dimensions of the CLD student biography: the sociocultural, linguistic, academic, and cognitive dimensions. Written from the perspective of a differential lens on assessment practices for CLD students, the book focuses on the student as the driving force behind its narrative and organization and examines the Who, Where, What, When, and How of using appropriate assessment practices with CLD students.

Racial, ethnic, linguistic, and cultural diversity has become of global importance in places where many never would have imagined. Increasing diversity in the U.S., Europe, Africa, New Zealand, and Asia strongly suggests that a homogeneity-based focus is rapidly becoming an historical artifact. Therefore, culturally responsive evaluation (CRE) should no longer be viewed as a luxury or an option in our work as evaluators. The continued amplification of racial, ethnic, linguistic, and cultural diversity and awareness among the populations of the U.S. and other western nations insists that social science researchers and evaluators inextricably engage culturally responsive approaches in their work. It is unacceptable for most mainstream university evaluation programs, philanthropic agencies, training institutes sponsored by federal agencies, professional associations, and other entities to promote professional evaluation practices that do not attend to CRE. Our global demographics are a reality that can be appropriately described and studied within the context of complexity theory and theory of change (e.g., Stewart, 1991; Battram, 1999). And this perspective requires a distinct shift from “simple” linear cause-effect models and reductionist thinking to include more holistic and culturally responsive approaches. The development of policy that is meaningfully responsive to the needs of traditionally disenfranchised stakeholders and that also optimizes the use of limited resources (human, natural, and financial) is an extremely complex process. Fortunately, we are presently witnessing developments in methods, instruments, and statistical techniques that are mixed methods in their paradigm/designs and likely to be more effective in informing policymaking and decision-making. Culturally responsive evaluation is one such phenomenon that positions itself to be relevant in the context of dynamic international and national settings where policy and program decisions take place. One example of a response to address this dynamic and need is the newly established Center for Culturally Responsive Evaluation and Assessment.
How can today's teachers, whose classrooms are more culturally and linguistically diverse than ever before, ensure that their teaching is central to who we teach. Rapidly changing and diverse student populations necessitate culturally responsive teaching. It can be a challenging balancing act for educators to respect diversity and teach to each student's needs while adhering to restrictive curricula that mandate the use of standard English. Responsive Schooling for Culturally and Linguistically Diverse Students offers a balanced approach to developing students' academic language proficiency while simultaneously honoring, acknowledging, and valuing the richness of their home and community languages and cultures. Debbie Zacarian and Ivanna Soto provide a practical framework within which schools and educators can make students' personal, cultural, and social identities central to the curriculum by drawing on the experiences and interests they bring to the classroom. Filled with examples of responsive teaching and opportunities to reflect on current practice, the book is a rich resource for teachers and school leaders alike. The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction. How can today's teachers, whose classrooms are more culturally and linguistically diverse than ever before, ensure that their students achieve at high levels? How can they design units and lessons that support English learners in language development and content learning—simultaneously? Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design® framework (UbD® framework) for curriculum design, which emphasizes teaching for understanding, not rote memorization. Readers will learn * the components of the UbD framework; * the fundamentals of language and language development; * how to use diversity as a valuable resource for instruction by gathering information about students' background knowledge from home, community, and school; * how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills; and * how to assess in ways that enable language learners to reveal their academic knowledge. Student profiles, real-life classroom scenarios, and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms. Combining these practical examples with findings from an extensive research base, the authors deliver a useful and authoritative guide for reaching the overarching goal: ensuring that all students have equitable access to high-quality curriculum and instruction.

In the face of unprecedented disruption from the COVID-19 pandemic and the rapid acceleration of digital technologies, it is necessary to rethink the competences required by teachers for meeting new and flexible learning demands. Teacher training is an
area constantly evolving along with emerging social challenges that are transforming educational institutions and agents. This book provides teachers with skills, innovative solutions, cutting-edge studies, and methodologies to meet education and training system demands. In our changing world, preparing teachers worldwide for the challenges and shifts of this era involves the opportunity to exchange theories, practices, and experiences such as those contained in this book.

With a focus on five major regions globally (UK, US, Europe, Canada and Australia) Identifying and Managing Risk at Work outlines key regional factors affecting risk and its management. This volume looks at the social production and social construction of risk as well as taking a labour process approach and socio – political perspective to investigate the nature and causes of work-related risk. In addition, there are several issues included that contribute to identifying risk at work such as climate change, the ‘gig’ economy and the ‘me too’ movement. Readers will gain a picture of some of the major current issues that are affecting risk under globalisation. Drawing on these key aspects of risk, students, academics, practitioners and policy makers will gain a better understanding of how risk is conceptualised and identified, and of the roles of management and employees in dealing with risk. This book will be of interest to researchers and practitioners to help gain an understanding of risk for a number of regions, and how several current issues in globalisation can be seen in their risk context.

A bold, brain-based teaching approach to culturally responsive instruction To close the achievement gap, diverse classrooms need a proven framework for optimizing student engagement. Culturally responsive instruction has shown promise, but many teachers have struggled with its implementation—until now. In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. The book includes:

Information on how one’s culture programs the brain to process data and affects learning relationships
Ten “key moves” to build students’ learner operating systems and prepare them to become independent learners
Prompts for action and valuable self-reflection

A much-needed resource for helping teachers assess the increasing number of diverse students and English learners in today’s K-12 classrooms. Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students details effective classroom assessment practices and organizes recommended strategies around the four critical dimensions of the CLD student biography: the sociocultural, linguistic, academic, and cognitive dimensions. Written from the perspective of a differential lens on assessment practices for CLD students, the book focuses on the student as the driving force behind its narrative and organization and examines the Who, Where, What, When, and How of using appropriate assessment practices with CLD students. This user-friendly text offers a comprehensive overview at the interface between bilingual/multicultural/ESL education and gifted education.

Reaching New Horizons is the first book of its kind. Written by nationally recognized and award-winning leaders in both gifted and bilingual education, the authors have collaborated to create a book that bridges research and practice and has far-reaching implications for educators at all levels as culturally and linguistically diverse students continue to impact public education. The book includes chapters on program delivery models (Ch. 6), bilingualism (Ch. 3), and identification and assessment (Ch. 5)—all topics that have come into the forefront of issues faced by bilingual and gifted education teachers of grades K-12. For educators in bilingual and ESL studies, as well as special educators.

Written to address all grade levels, this K-12 classroom resource provides teachers with strategies to support their culturally and linguistically diverse students. This highly readable book by Dr. Sharroky Hollie explores the pedagogy of culturally responsive teaching, and includes tips, techniques, and activities that are easy to implement in today’s classrooms. Both novice and seasoned educators will benefit from the helpful strategies described in this resource to improve on the following five key areas: classroom management, academic literacy, academic vocabulary, academic language, and learning environment. This updated 2nd edition is grounded in the latest research, and includes an updated reference section and resources for further reading.

When children with learning challenges are identified, the educational community in the United States diligently applies a well-established model of remediation that has, for the most part, yielded positive results. Research, however, has demonstrated that the American perception of disability may vary from those in Eastern cultures. These cultural differences can play a significant role in the failure to achieve learning success on behalf of children from the Middle East, North Africa, and Southwest Asian (MENASWA) families. It is critical for the school community to recognize and acknowledge these differences and bring them into alignment in order to meet these students’ learning needs.

Learning Challenges for Culturally and Linguistically Diverse (CLD) Students With Disabilities is an essential reference publication that includes strategies and tested approaches of how as a group, CLD familial cultures and educators’ cultural competence and explores the idea of disabilities as a social model with a focus on strengths rather than a medical model focused on needs and weaknesses. Featuring coverage on a wide range of topics including racial identity, leadership wisdom, and family-school collaboration, this book is ideally designed for educators, principals, administrators, curriculum developers, instructional designers, policymakers, advocates, researchers, academicians, and students.

This is the first book to present a practical, problem-solving approach and hands-on tools and techniques for assessing English-language learners and culturally diverse students in K-12 settings. It meets a crucial need among practitioners and special educators working in today's schools. Provided are research-based, step-by-step procedures for conducting effective interviews with students, parents, and teachers; making the best use of interpreters; addressing special issues in the prereferral process; and conducting accurate, unbiased assessments of academic achievement, intellectual functioning, language proficiency, and acculturation. Among the book's special features are reproducible worksheets, questionnaires, and checklists— including several in both English and Spanish— in a ready-to-use, large-size format. This book is in The Guilford Practical Intervention in the Schools Series.

This book addresses how to assess and instruct students while also honoring their cultural and linguistic backgrounds. Many individuals want to support their multilingual learners but do not have the language skills to work in a bilingual or dual-language setting. The chapters in this book examine assessment in classrooms where English is the language of instruction; yet, students are also encouraged to communicate in multiple languages. The thesis of this book revolves around the idea that linguistically diverse learners may engage in critical thinking in ways that we may not anticipate. Students who are learning in an additional language do not need to “catch up.” Assessment should instead measure the new ways that students are interacting with the world. This book helps you discover the many ways to help students develop as critically thinking readers, writers and speakers. There is a scarcity of research addressing literacy among linguistically diverse learners within math and science. The information contained in this book will hopefully advance a dialogue between teachers and linguistically diverse students as they read and write multiple genres together. This book also encourages teachers, family, and community members to come together to form supportive environments where best practices are fostered. Some of the questions addressed by this book: 1. How do I determine a student’s strengths and needs if he or she is not talking in class in any language? 2. Do I teach monolingual and multilingual learners to read in similar ways? 3. How can I support my students as they read math word problems? 4. What do students need to know about the structures of science texts? 5. How should we develop math and science literacy assessments? 6. Should I have specific language goals for students as speakers?
Teaching Science to Culturally and Linguistically Diverse Elementary Students helps K-8 teachers implement culturally relevant instructional strategies to ensure that all students, regardless of race, ethnicity, or socioeconomic class, can do science, like science, and become scientists if they choose. In America's increasingly diverse classrooms, science is not always presented in a way that is meaningful to all students. With this in mind, this book outlines 8 culturally relevant strategies for teaching science to help ensure all students have access to inquiry-based, interactive, and experiential science learning. Written to encourage inclusive practices, the book shows how to teach science using students' experiences, how to integrate science and literacy and how to use alternative methods to assess students' understanding of science. Includes 8 culturally relevant strategies for teaching science to all students-outlines inclusive practices that ensure all students have access to inquiry-based, interactive, and experiential science learning. Emphasizes family connections and teaching science to and through students' experiences-connects science activities and content to students' lives at home and includes a chapter on fostering family connections and family science activities. Offers examples of science and literacy connections-models how teachers can integrate science and literacy to enhance students' understanding of science. Includes case studies with reflection questions in each chapter to provide examples of culturally relevant science teaching in the K-8 classroom for teachers to analyze and discuss. Offers step-by-step descriptions of four science instructional models, including Concept Attainment, Concept Formation, Group Investigation, and 5 Es Model. Provides a complete chapter to alternative assessment with diverse learners—provides a variety of examples and assessment methods to help teachers gauge students' understanding of science. Presents book study questions-helps teachers discuss the book professionally and apply the information to their current science activities.

How are students assessed? This book provides an overview of the many different types of assessment currently being used in schools. It is written for any educator directly or indirectly involved in the K-12 education of culturally and linguistically diverse students. This book may also serve as a valuable resource to professional development staff, school administrators, school psychologists, and other related service providers. Whatever their current or evolving role, readers are encouraged to use this book and the inquiry questions provided at the end of each chapter as a launching point for their own professional growth. Alternate assessment methods, locating strategies of assessment by which students are included rather than excluded. This book is a tool to assist educators working with Culturally and Linguistically Diverse (CLD) students in the challenging task of delivering practical, student-centered assessment and instruction based on recommendations from research in developmental and constructivist approaches in the STEAM subjects in K-16 education settings. Authors share innovative ways in which classroom teachers integrate disciplinary reading, writing, discussion, and language development with content knowledge development in STEAM subjects. This book aims to make quality STEAM education a reality for all students, taking into account the many perspectives, bodies of knowledge, and skills they bring from a range of cultural and linguistic backgrounds, with the ultimate goal of strengthening the fields that will drive our society towards the future. There are three primary purposes for this book: teachers (both in-service and pre-service teachers), teacher educators (both pre-service preparation and professional learning); and applied researchers. Whatever their current or evolving role, readers are encouraged to use this book and the inquiry questions provided at the end of each chapter as a launching point for their own professional growth.

This book provides teachers with a wealth of knowledge in instructional methods for culturally and linguistically diverse learners, designed to help differentiate between learning differences and learning disabilities and appropriately meet associated needs. It is written for any educator directly or indirectly involved in the K-12 education of culturally and linguistically diverse exceptional learners. This book may also serve as a valuable resource to professional development staff, school administrators, school psychologists, and other related service providers. Building the bridges for English language learners to reach success! This thoroughly updated edition of Gottlieb’s classic delivers a complete set of tools, techniques, and ideas for planning and implementing instructional assessment of ELLs. The book includes: A focus on academic language use in every discipline, from mathematics to social studies, within and across language domains Emphasis on linguistically and culturally responsive assessment as a key driver for measuring academic achievement A reconceptualization of assessment “as,” “for,” and “of” learning Reflection questions to stimulate discussion around how students, teachers, and administrators can all have a voice in decision making Shifting demographics, socioeconomic contexts, and resulting policies have highlighted the needs and opportunities to better understand and serve culturally and linguistically diverse populations at the heart of school communities. In its 10 chapters, this book provides comprehensive evidence-based research to guide its conceptual framework, and its extension into practice. Ranging from the learner’s development within the family dynamics, to facets of assessment that leads to effective interventions, the book integrates a tapestry that can be used to facilitate effective consultations and services. Ester Cole, PhD., CPsych, Past President, Canadian Association of School Psychologists and the Ontario Psychological Association “As Geva and Weiner point out in their new book, culturally and linguistically diverse (CLD) students are the new norm. The authors take a broad view of assessment, conceptualizing it as a tool for diagnosing struggling students' strengths and difficulties related to language as well as academic achievement, intelligence, and
social emotional functioning. This book provides a much needed resource for educators who want to have a fuller understanding of the reasons why CLD students are struggling and intervene in ways that help these students reach their full potential.” Diane August, PhD, Managing Researcher, American Institutes for Research This is the only text for school and clinical psychologists and other mental health professionals to provide a systematic developmental framework for assessment, diagnosis, and consultation of children and adolescents from diverse linguistic and cultural backgrounds. Reflecting the most current research and grounded in the authors’ extensive experience as clinicians and educators, it provides much-needed, practical strategies for helping students who require adaptations beyond traditional psychological assessment methods. The authors describe the linguistic and cultural issues to consider when assessing students from diverse backgrounds, with a particular focus on children who are from immigrant and refugee families in addition to emerging bilingual learners and children of indigenous peoples. Specific assessment strategies are grounded in new research on the typical developmental trajectories of children who are learning a second language, how second language learning and learning disabilities affect students’ academic achievement, the impact of culture and immigration experiences on cognitive, social, and emotional development, and culturally sensitive practice with children, adolescents, and families. The authors also provide a discussion of DSM-5 criteria as they relate to culturally and linguistically diverse children and adolescents. International in scope, this book provides a roadmap for assessment that includes critical elements of decision-making in diagnosis and consultation with families and school staff. Replete with case studies, the book reflects a wide range of languages and cultures. It includes checklists and rating scales, lists of questions to be used in clinical decision-making, lists of “Do’s” and “Don’ts” for quick reference, and “Myth vs. Fact” features. The book also features informal instruments developed by the authors that can be accessed online. Key Features: Provides a systematic developmental framework for assessment and diagnosis of students from diverse linguistic and cultural backgrounds Offers strategies for assessment in native language and acquired language Guides practitioners in reporting on assessments and consulting with families and school staff Integrates current research on development of language and literacy of second language-learning children with discussions of key issues of interpreting assessment data Covers the academic, language learning, and social-emotional needs of immigrant and refugee children throughout the world Includes “Myth vs. Fact” features that discusses and refutes commonly held beliefs about development and assessment of this population Accurately differentiate between errors that are related to second-language influence or are due to a communication disorder. Is your student having difficulty because they have an impairment or because they are learning a second language? Improve instructional targets for culturally and linguistically diverse students in the general education classroom as well as make gains and improve referrals for special education. The framework used in this book makes it easy for any education professional to distinguish between language differences and language disorders regardless of your own language background.

This comprehensive handbook offers a beautifully balanced view of the emerging field of multicultural school psychology. The opening section provides an historical overview of how the field has developed, and succeeding sections discuss multicultural issues related to consultation, instructional interventions, alternative assessment, academic assessment, vocational assessment, culturally sensitive counseling models, and working with families and special populations. Theory, research, and practice are integrated throughout. Key features of this exciting new book include: Interdisciplinary Perspective—Many chapters are written by authors from different disciplines, all of whom have multicultural expertise. The last chapter provides summarizing commentaries written by leaders in different disciplines. Scientist-Practitioner Focus—Evidence-based interventions for culturally and linguistically diverse students are provided for major competency areas such as consultation, counseling, and special programs (e.g., bilingual and multicultural education). Assessment Focus—Multicultural and bilingual assessment issues are discussed in the chapters covering language, cognitive, personality, behavioral, neuropsychological, vocational, acculturational, and academic assessment. Special Populations Focus—The needs of special populations such as culturally different parents, gifted and talented children, preschool children, migrant families, and children with low and high incidence learning disabilities are discussed in section VI. This book is appropriate for graduate courses and seminars dealing with multicultural school psychology. It is also a useful reference for researchers and practicing school psychologists and the libraries serving them. Assessment of Culturally and Linguistically Diverse Students seeks to pose and answer the important questions that are arising as levels of culturally and linguistically diverse (CLD) learners increase in classrooms across the country. This classroom-ready resource places the emphasis of assessment on the student as an individual and explores questions such as “Where should assessment efforts for CLD students be concentrated?,” “What are the key aims of assessments?,” and “How should teachers use CLD student assessment findings?” The 3rd Edition has been completely updated with a new chapter on data-driven problem solving, new Teaching Tips, Activity Lesson Plans, and more. What is assessment and how is it a cultural practice? How does failure to account for linguistic and cultural variation among students jeopardize assessment validity? What is required to achieve cultural validity in assessment? This resource for practicing and prospective teachers—as well as others concerned with fair and valid assessment—provides a thorough grounding in relevant theory, research, and practice. The book lays out criteria for culturally valid assessment and recommends specific strategies that teachers can use to design and implement culturally valid classroom assessments. Assessment play a powerful role in the process of education in the US and has a disproportionately negative impact on students who do not come from mainstream, middle-class backgrounds. Given the significance of testing in education today, cultural validity in assessment is an urgent issue facing educators. This book is essential reading for addressing this important, relevant topic.

Theoretical and practical information about assessment in the bilingual and English-language-learner classrooms.

While experienced neuropsychologists may be well-versed in the standard process of conducting a neuropsychological evaluation, they may still have difficulty determining a client's current functioning, given his or her unique cultural context. This is especially true when the client
and the clinician do not share the same ethnic background and language fluency. In such cases, the clinician risks administering a biased assessment with invalid tests, misinterpreted data, and inappropriate - if not harmful - treatment recommendations. Daryl Fujii helps neuropsychologists enhance their cultural competence by providing readers with a broad framework for cultivating an ethnorelative - instead of an ethnocentric - view of clients. He begins by reviewing relevant research and professional guidelines that explain how cultural factors can impact a neuropsychological evaluation. Then he outlines preliminary strategies for establishing rapport and improving communication with clients, estimating their premorbid functioning, gathering pertinent data, selecting and translating appropriate tests, and working with interpreters. The closing chapters present a detailed case example that demonstrates a pre-assessment interview, test interpretation, report writing, treatment recommendations, and a final feedback session with the client.

Moving beyond the expectations and processes of conventional teacher evaluation, this book provides a framework for teacher evaluation that better prepares educators to serve culturally and linguistically diverse (CLD) learners. Covering theory, research, and practice, María del Carmen Salazar and Jessica Lerner showcase a model to aid prospective and practicing teachers who are concerned with issues of equity, excellence, and evaluation. Introducing a comprehensive, five-net model, the book demonstrates how to place the needs of CLD learners at the center and offers concrete approaches to assess and promote cultural responsiveness, thereby providing critical insight into the role of teacher evaluation in confronting inequity. This book is intended to serve as a resource for those who are committed to the reconceptualization of teacher evaluation in order to better support CLD learners and their communities, while promoting cultural competence and critical consciousness for all learners.

Assessing English Language Learners explains and illustrates the main ideas underlying assessment as an activity intimately linked to instruction and the basic principles for developing, using, selecting, and adapting assessment instruments and strategies to assess content knowledge in English language learners (ELLs). Sensitive to the professional development needs of both in-service and pre-service mainstream teachers with ELLs in their classrooms and those receiving formal training to teach culturally and linguistically diverse students, the text is designed to engage readers in viewing assessment as a critical part of teaching appreciating that assessments provide teachers with valuable information about their students’ learning and thinking becoming aware of the relationship among language, culture, and testing understanding the reasoning that guides test construction recognizing the limitations of testing practices being confident that assessment is an activity classroom teachers (not only accountability specialists) can perform Highlighting alternative, multidisciplinary approaches that address linguistic and cultural diversity in testing, this text, enhanced by multiple field-tested exercises and examples of different forms of assessment, is ideal for any course covering the theory and practice of ELL assessment.

Designed for primary and secondary teachers, this text connects theory to practice while presenting foundational teaching and assessment practices for culturally and linguistically diverse exceptional (CDLE) students. It examines current and alternative practices, explores the multicultural movement, and brings together foundational information from special education and ELL/bilingual fields to target the specific needs of CDLE students. Practical in nature, the book and its resources include hands-on suggestions for immediate classroom implementation, case studies, examples of authentic student language, and video clips of teachers in action. The book is organized into four main sections: - Understanding student and family backgrounds - Strategies for assessment and planning for instruction - Strategies for content and language acquisition - Strategies for literacy instruction

The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim in this book is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. Drawing from both Vygotskian and neo-sociocultural perspectives in designing a methodology that views the everyday practices of language and action as constructing knowledge, the funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. This book accomplishes three objectives: It gives readers the basic methodology and techniques followed in the contributors’ funds of knowledge research; it extends the boundaries of what these researchers have done; and it explores the applications to classroom practice that can result from teachers knowing the communities in which they work. In a time when national educational discourses focus on system reform and wholesale replicability across school sites, this book offers a counter-perspective stating that instruction must be linked to students' lives, and that details of effective pedagogy should be linked to local histories and community contexts. This approach should not be confused with parent participation programs, although that is often a fortuitous consequence of the work described. It is also not an attempt to teach parents "how to do school" although that could certainly be an outcome if the parents so desired. Instead, the funds of knowledge approach attempts to accomplish something that may be even more challenging: to alter the perceptions of working-class or poor communities by viewing their households primarily in terms of their strengths and resources, their defining pedagogical characteristics. Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms is a critically important volume for all teachers and teachers-to-be, and for researchers and graduate students of language, culture, and education.