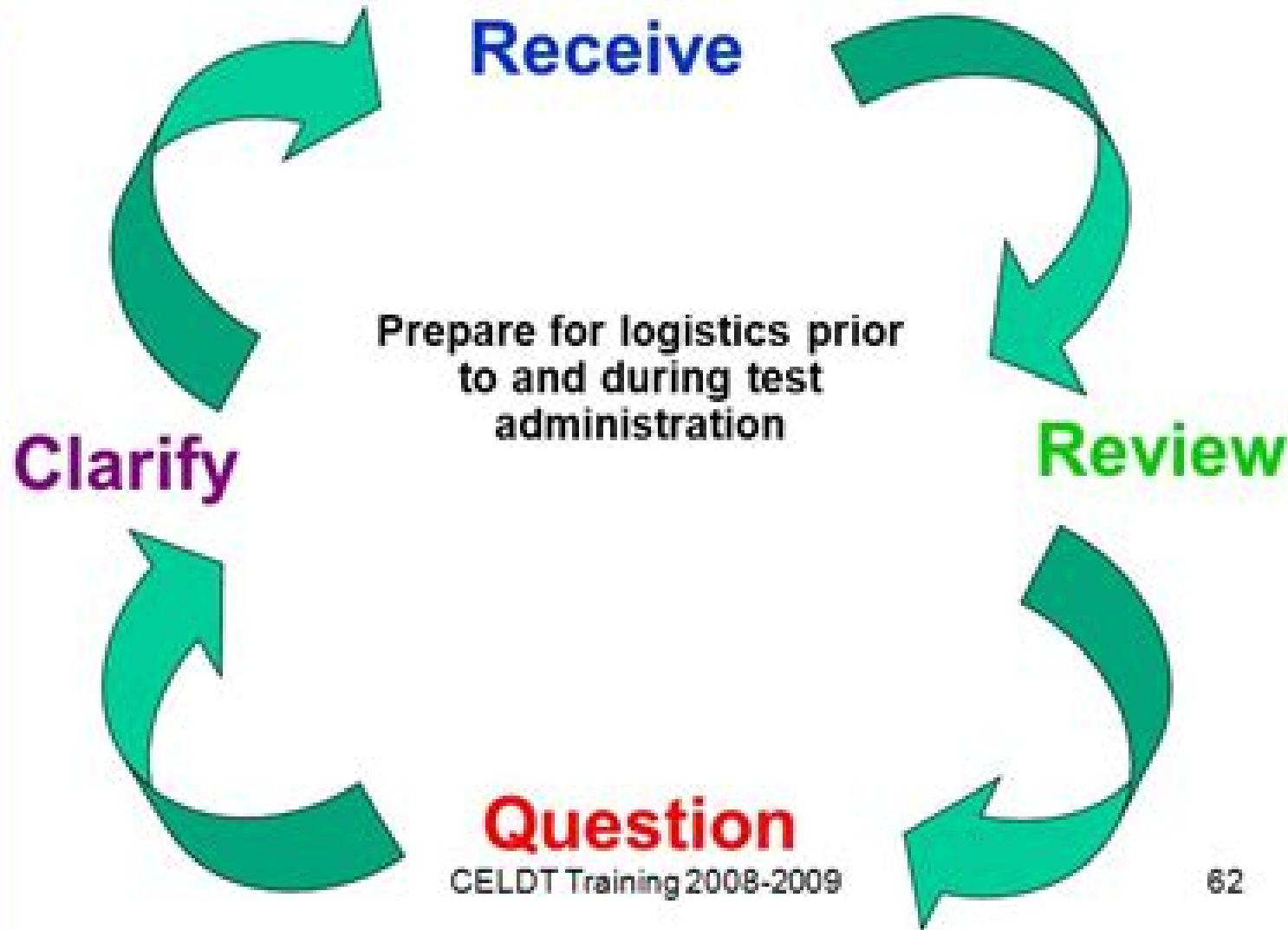




Let's Review Objective 3



Celdt Review Questions

Margaret Elizabeth Beddow

Celdt Review Questions:

Allocating Federal Funds for State Programs for English Language Learners National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on National Statistics, Panel to Review Alternative Data Sources for the Limited-English Proficiency Allocation Formula Under Title III, Part A, Elementary and Secondary Education Act, 2011-06-20 As the United States continues to be a nation of immigrants and their children the nation's school systems face increased enrollments of students whose primary language is not English. With the 2001 reauthorization of the Elementary and Secondary Education Act ESEA in the No Child Left Behind Act NCLB the allocation of federal funds for programs to assist these students to be proficient in English became formula based 80 percent on the basis of the population of children with limited English proficiency¹ and 20 percent on the basis of the population of recently immigrated children and youth. Title III of NCLB directs the U.S. Department of Education to allocate funds on the basis of the more accurate of two allowable data sources the number of students reported to the federal government by each state education agency or data from the American Community Survey ACS. The department determined that the ACS estimates are more accurate and since 2005 those data have been basis for the federal distribution of Title III funds. Subsequently analyses of the two data sources have raised concerns about that decision especially because the two allowable data sources would allocate quite different amounts to the states. In addition while shortcomings were noted in the data provided by the states the ACS estimates were shown to fluctuate between years causing concern among the states about the unpredictability and unevenness of program funding. In this context the U.S. Department of Education commissioned the National Research Council to address the accuracy of the estimates from the two data sources and the factors that influence the estimates. The resulting book also considers means of increasing the accuracy of the data sources or alternative data sources that could be used for allocation purposes.

Coordinated Compliance Review Training Guide California Department of Education, 2004-04-08 **Asian American Education** Xue Lan Rong, Russell Endo, 2011-06-29 This volume challenges stereotypes and misconceptions about Asian Americans in education examining their experiences in K-12 and higher education including struggles with racism. Featuring research from leading and emerging scholars it deconstructs the model minority myth and highlights structural barriers to institutional change. *Effect of Grouping on Language Development of English Learners* Seema Sabharwal, 2009-07-30 The purpose of the study was to examine if there was a significant difference between first grade English Learners EL who constitute a majority 50% of the English language mainstream classroom homogeneous grouping and first grade EL who constitute a minority. A Longitudinal Case Study of a Latina Bilingual Teacher Promoting Academic Literacy Through Social Studies Instruction Margaret Elizabeth Beddow, 2008 **Linguistics and Language Behavior Abstracts**, 2008 **Integrating Inquiry Across the Curriculum** Richard H. Audet, Linda K. Jordan, 2005-04-13 Inquiry is the fundamental first step in the learning process and oftentimes the least understood. This

finely edited volume enables educators to visualize inquiry as the unifying knowledge base to guide students through all major subject areas It s a must have guide for exploring ways to integrate concepts across different content areas

Recommendations Made and Not Fully Implemented After One Year California. Bureau of State Audits,2008 **A**

Course for Teaching English Learners Lynne T. Díaz-Rico,2008 A Course for Teaching English Learners CTEL Handbook offers strategies to equip teachers to work with English language learners balancing fundamental principles with practical classroom techniques This book offers in a single volume a wealth of background principles underlying the cultural linguistic and sociocultural contexts and foundations of learning and by providing a comprehensive framework that doesn t only focus on reading and writing Provisions in the federal No Child Left Behind Act NCLB call for yearly accountability in English language growth for language minority students The CTEL Handbook addresses the new focus on testing procedures as well as adaptation for English learners during the test taking process Throughout Lynne Diaz Rico provides the necessary background knowledge needed to educate English learners and also includes a variety of classroom methods for English language development in listening speaking reading writing and computer assisted instruction From publisher s description

Teaching Performance Expectations for Educating English Learners María V. Balderrama,Lynne T. Díaz-Rico,2006

Teacher Performance Expectations for Educating English Learners addresses the needs of elementary and secondary teachers in multilingual classrooms including second language learning across multiple academic subjects Renowned authors Mar a V Balderrama and Lynne D az Rico provide in a single volume the techniques necessary to prepare teachers and other professionals to teach speakers of other languages and cultural backgrounds This timely text is designed to be a comprehensive source of teaching techniques and effective educational practices particularly those that meet California s standardized Teacher Performance Assessment that prospective teachers must take This book specifically addresses those standards by presenting explicit expectations that challenge teachers in multilingual multiethnic classrooms Subscribing to a teaching approach that respects and builds second language skills upon a foundation of native language proficiency Teacher Performance Expectations for Educating English Learners contains the most up to date techniques currently available for promoting linguistic proficiency and features multiple effective teaching methods for the educator of English learners The main tenet of the book is that successful English language learning results from a combination of rich interesting content instruction and a fast moving engaging curriculum "I Don't No't Write a Paragraph Because I No't Spik Ingilsh" Cirilo Cortez,2008

California English Language Development Test Freda Elena Rossi,2009 California English Language Development Test Does It Measure Up By Freda Elena Rossi Doctor of Education in Educational Administration and Leadership University of California Irvine and California State University Los Angeles 2009 Professor Lawson Bush V Chair California English Language Development Test CELDT results are used to meet Title III accountability measures under No Child Left Behind NCLB in California The CELDT is also the English language proficiency test used by the state of California

to determine the level of English proficiency of ELL students mandated by California Assembly Bill 748 and NCLB. The use of language assessment tests by teachers making instructional decisions for ELLs profoundly affects the lives of ELLs and is therefore worthy of investigation. Abedi 2004 Research in the field of language assessment has demonstrated that the reliability and validity of the CELDT as an indicator of English proficiency is questionable. Abedi, Gandara, Rumberger, in press. A review of the literature suggests that the language proficiency tests used to address federal mandates under NCLB differ considerably in the specific item content and in the types of tasks due to the different theoretical emphases prevalent during the time of their development. Zehler, Hopstock, Fleischman, Greniuk 1994 According to Abedi 2004 an efficient instructional program for ELL students should include at least three interactive components: a classification, b instruction, and c assessment. In the following study qualitative methodology and case study design were used to describe and interpret how teachers use CELDT results in the classification, instruction, and assessment of ELL students at the study site. Four kinds of data: surveys, interviews, observations, and primary documents were gathered and analyzed to address the main research question: How are CELDT results used in Gelson School? and two sub questions: a. How are CELDT results used to place ELLs in educational program, and b. How are CELDT results used by teachers in planning their instruction of ELLs. Abedi, S. 2004 interactive school achievement model for ELL students. assessment classification and instruction was used as a conceptual framework to analyze the data and report the findings. Findings indicated that CELDT results were used to place students into ELD classes and to determine which ELD Avenues lesson the teachers would teach the ELL students.

English Learners and Immigrant Students, 2006 **Second Language Acquisition Strategies and Methods in the Classroom** Sharon Cathleen Davis, 2007 **California Policy Options**, 2006 **The Instructional Utility of English Learner Assessment**

Kerri Theresa Colleen Knight, 2009 Analysis of the Budget Bill of the State of California for the Fiscal Year ... California. Legislature. Joint Legislative Budget Committee. Legislative Analyst, 2004 **Hearing** California. Legislature. Senate. Rules Committee, 2009 "**iAhora Puedo Narrar Un Cuento!**" María Guadalupe Ríos, 2009 *Issues and Trends in Literacy Education* Richard David Robinson, Michael C. McKenna, 2008 This issues reader presents current information on critical trends and developments in literacy education to help teachers choose and articulate their own informed approach to reading education. Now in its Fourth Edition *Issues and Trends in Literacy Education* continues to present a wide variety of opinions and positions in all crucial aspects of reading and writing education. This new edition includes up to date discussions on current topics such as fluency, the use of technology in reading, and multicultural literacy among others. Renowned authors Dick Robinson, Mike McKenna, and Judy Wedman gear students to success by presenting scrupulously researched material that meets the NCATE International Reading Association requirements for accreditation of graduate reading programs. A Letter to Students from the Authors. Dear Reader. The authors of this literacy education textbook welcome you to the study of this important aspect of instruction. You are probably quite aware of the many current controversial topics in literacy such as

assessment the use of technology and approaches to the teaching of reading skills This new edition of Issues and Trends in Literacy Education was organized around a number of the most critical questions in the current field Articles in each of these areas were selected primarily on the basis of providing you the reader with the latest information as well as varying opinions on a wide variety of literacy topics One of the primary goals of this book is for you to use these readings as a springboard for further investigation in topics that interest you related to effective literacy instruction Each of the chapters includes a selection of related readings for additional study in a particular area of reading education These can be used for in depth study as well as a basis for personal research and writing of related class papers and presentations The field of literacy education is a rapidly expanding and changing area in education We hope you find the materials in this book to be both challenging and interesting as you continue your study of this field Thank you Dick Robinson Mike McKenna

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