

Emily Lynch Gómez

Portfolio Assessment and
English Language Learners:
An Annotated Bibliography



Northeast and Islands Regional Educational Laboratory
A Program of The Education Alliance at Brown University

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

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Introduction

The current school reform movement has emphasized that the educational experience of all students must be improved and that assessment is an essential element in the teaching and learning process. This annotated bibliography focuses on one aspect of the reform process: portfolio assessment. According to Moya and O'Malley (1994, p. 13–36), a portfolio is “a collection of a student’s work, experiences, exhibitions, self-ratings (i.e., data)...” Portfolio assessment is “the procedure used to plan, collect, and analyze the multiple sources of data maintained in the portfolio.”

Portfolio assessment can be inclusive of all students, including English language learners. Students learning English are often excluded from norm-referenced testing programs because of their lack of proficiency in English. As a result, these students may be denied access to important educational opportunities that are based upon test results. Since portfolio assessment involves collecting samples of student work and scoring them according to predetermined criteria, all students, including English language learners, can be included in the testing process.

The purpose of this bibliography is to provide a representative sampling of resources on using portfolio assessment with English language learners. This bibliography is intended for a variety of audiences: policymakers, state and district level administrators, school administrators, and teachers. Resources annotated include publications, videotapes, and on-line documents, with a focus on the theory, research, and/or practical applications of portfolio assessment. In addition, materials on performance assessment and on portfolio assessments for large-scale state and district purposes are included. The last section in this bibliography focuses on portfolio assessment use in the classroom. The annotations below summarize the content, major findings, and issues discussed in each work.

Explanation of terms

Several terms are used in this document to refer to the population of students commonly known as *English language learners*. English language learners are students who are learning English as a second or additional language, and may or may not require ESL or bilingual support as they acquire English. In some of the annotations, the term *limited English proficient student* is used. This term generally refers to a student who is learning English as a second or additional language, and requires ESL or bilingual education support services. A third term, *linguistic minority* or *language minority*, refers to the broader category of students who come from a home in which a language other than English is used. (The student may or may not speak a language other than English, but has family members who speak another language.) The last term used to talk about students who are learning English as a second language, *ESL*, is commonly used to refer to students who receive bilingual or ESL support services.

Several terms referring to types of assessment are also used. *Performance assessment* and *performance-based assessment* describe assessment measures (tests, rating scales, checklists, observations, interviews, reports, projects, etc.) that demonstrate what students know and can do through their performance on a task. These kinds of tasks are often referred to as *authentic assessments*. The terms above exclude standardized, norm-referenced, multiple choice exams. One performance-based assessment measure may be a *portfolio*, in which students collect samples of their work, or *student portfolio entries*. By examining their own work and evaluating their work based on pre-determined criteria, students often complete *self-assessments*.

The terms *validity* and *reliability* are also used throughout this document. *Validity* refers to the accuracy with which an assessment measures what it is intended to measure. *Reliability* describes the consistency of results from an assessment.

Performance Assessment

American Psychological Association, American Educational Research Association, and National Council of Measurement in Education. (1995). Standards for educational and psychological testing. Washington, DC: Author.

These standards, intended for use with all populations using educational and psychological tests, provide criteria for the evaluation of tests, testing practices, and how the information derived from the tests is used in decision-making. The document is separated into four sections: (1) technical standards for constructing and evaluating tests, (2) professional standards for using tests, (3) standards for particular applications, and (4) standards for administrative procedures and testing practices for assessing English language learners. The third section recommends testing practices for assessing linguistic minorities.

Ancess, J., & Darling-Hammond, L. (1994). Authentic teaching, learning, and assessment with new English learners at International High School: A series on authentic assessment and accountability. New York: Columbia University, Teachers College, National Center for Restructuring Education, Schools, and Teaching.

Part of a series on performance assessment, this monograph describes the assessment program at the International High School at LaGuardia Community College, where all of the students are English language learners. Upon entering the school, these students had been in the United States less than four years, and had scored below the 20th percentile on the Language Assessment Battery. Upon graduation, 90% of the students are accepted at post-secondary schools, with 95% of the students who began the program graduating. The authors assert that the students' success is due to the supportive, learner-centered classrooms; the use of performance-based assessments, including portfolio assessment; and the unique staff evaluation program. Numerous examples of student portfolio entries and student self-assessments (when students assess their own work based upon the criteria that students and teachers have agreed upon) are included.

August, D., & Hakuta, K. (Eds.). (1997). Improving schooling for language-minority children: A research agenda. Washington, DC: National Academy Press.

The chapter "Student Assessment" (pp. 112–137) addresses the issue of measuring the language proficiency, and content-area knowledge and skills of English language learners. The authors describe some of the unique purposes in assessing English language learners, such as determining the level of content-area knowledge in the native language or finding out the student's language proficiency in English. The chapter highlights the fact that assessment of English language learners must meet standards of validity and reliability. Issues in assessing special popula-

tions, such as very young second-language learners and children with disabilities, are also examined. Also included is an extensive discussion of the implications of the standards-based reform movement for English language learners. The chapter ends with a list of research questions that must be answered to improve the state of the art in assessing language minority children.

Baker, Eva. (Ed.). (1996, Spring). Creating better student assessments. Improving America's Schools: A Newsletter on Issues in School Reform [On-line]. Available: <http://www.ed.gov/pubs/IASA/newsletters/assess/>

The U.S. Department of Education publishes an on-line newsletter series, "Improving America's Schools: A Newsletter on Issues in School Reform," which is intended to help school, district, and state leaders explore key topics in educational reform. This issue provides an overview of the issues affecting state student assessment systems. The articles cover challenges to creating new assessments to reflect state content and student performance assessments, assessment requirements under Title I of the Elementary and Secondary Education Act of 1994, and the alternatives to traditional forms of assessment. Included is an example of a performance assessment from Delaware's interim assessment program; promising ways to assess student learning with open-ended or constructed response items, performance-based items or events, projects or experiments, and portfolios; research on assessment programs used in Vermont and Kentucky; and issues involved in developing assessments.

Center for Equity and Excellence in Education. (1996). Promoting excellence: Ensuring academic success for limited English proficient students. Guiding principles resource guide. Arlington, VA: Author.

This resource guide establishes six principles to guide the development of reform initiatives that are inclusive of students with limited proficiency in English. Principle five focuses on the need for valid assessments that match state and local standards and considers issues of second language acquisition and cultural diversity. The guide includes checklists that address the particular informational needs of policymakers, program administrators, ESL program directors, teachers, and clients (students, parents, and communities) and highlights issues that are important to each group.

Del Veccio, A., Guerrero, M., Gustke, C., Martínez, P., Navarrete, C., Nelson, C., & Wilde, J. (1992). Whole-school bilingual education programs: Approaches for sound assessment. NCBE program information guide series, 18. Washington, DC: National Clearinghouse for Bilingual Education.

Part of a series on bilingual education, this monograph describes effective bilingual education programs for language minority students. Topics covered include how to develop a bilingual

education program within each school environment and how to evaluate the effectiveness of the program using student outcomes, or results on assessment. The authors recommend a variety of assessments to measure student progress, including portfolio assessment and other performance-based measures.

Educators in Connecticut's Pomperaug Regional School District 15. (Eds.). (1996). A teacher's guide to performance-based learning and assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

This helpful resource guide for teachers defines what performance-based learning and assessment are and why they are important. Through concrete examples, the reader comes to understand the process of developing rubrics, benchmarks (i.e., expected levels of performance), portfolios, and other measures of student performance in performance-based classrooms. It is an excellent resource for teachers in any discipline, across all grade levels.

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.

In this article, the authors describe characteristics of equitable assessment and ways to ensure that the needs of English language learners will be met through assessment reform. The authors assert that in order for educational reform to reach all students, the implications of assessment reform must be analyzed with the needs of all students, including English language learners, in mind.

National Forum on Assessment. (1996). Principles and indicators for student assessment systems. Cambridge, MA: FairTest.

Created by more than 80 educators, this book guides the development of assessment systems for use in a variety of schools and classrooms. The disadvantages of standardized tests are presented, and the importance of testing reform to support learning is described. According to the authors, assessment systems that support learning should be fair to all students; encourage professional collaboration and development; and promote community participation. In addition, the results of the assessment system should be communicated to stakeholders clearly and regularly, and efforts should be made to evaluate and improve the assessment plan regularly. This book is useful for policymakers, administrators, and teachers.

New Standards™. (1997). Performance standards: Vol. 3. High School. Washington, DC and Pittsburgh, PA: National Center on Education and the Economy and the University of Pittsburgh.

New Standards™ is a project that has developed performance standards and assessments across the K–12 spectrum. The project is overseen by the National Center on Education and the Economy and its products are the result of partnerships with educators throughout the country. This document describes three components of the New Standards™ assessment system: performance standards, an on-demand examination, and a portfolio system. Performance standards and assessment systems are given for English language arts, mathematics, science, and applied learning at the high school level. These systems are premised upon the national content standards developed by professional organizations for educators. Following performance standards are samples of student work with commentaries on the level of proficiency demonstrated in each work sample. The appendix includes grade level comparisons of the standards from elementary to middle to high school, a bibliography, and information about the New Standards™ products and services.

Olsen, J.F. (1996). Increasing the inclusion of students with disabilities and limited English proficient students in NAEP. Focus on NAEP [On-line], 1. Available: <http://www.ed.gov/NCES/pubs/96894.html>

This article from an on-line newsletter describes efforts by the National Assessment of Educational Progress (NAEP) to increase the use of assessments for students with disabilities and students who have limited proficiency in English. The article details changes made to the criteria used to determine what students are included in the assessment, ways to accommodate the types of students participating in assessments, and ongoing research studies on including various student populations in assessments.

Sheingold, K., Heller, J.I., & Paulukonis, S.T. (1995). Actively seeking evidence: Teacher change through assessment development. Princeton, NJ: Educational Testing Service, Center for Performance Assessment.

This study of teachers and the way they change their teaching practices is based on the premise that teachers need to use assessment as a basis for practical inquiry into their students' learning. From this premise, the authors developed curriculum-embedded assessments for the California Learning Assessment System (CLAS). At the end of the project, the authors concluded that assessment provides the opportunity for professional growth for teachers. In addition, the authors recommend that states and districts alter current forms of teacher involvement in assessment-related activities, or combine teacher training with assessment-related activities, in ways that are both cost-effective and beneficial.

Stecher, B.M., & Klein, S.P. (1997). The cost of science performance assessments in large-scale testing programs. *Educational Evaluation and Policy Analysis*, 19 (1), 1–14.

This research report presents the costs and benefits of administering science performance assessments in large-scale testing programs. The authors conclude that performance measures are far more expensive than typical multiple-choice tests. Costs for performance assessment are incurred through development, administration, and scoring, particularly in obtaining reliable scoring at the student level. The benefits of including performance assessments in a state's testing program, such as fostering standards-based educational reform and encouraging more effective teaching methods, are described.

Wolk, R.A. (Ed.). (1997, Jan. 22.). Quality counts: A report on the condition of public education in the 50 states. *Education Week*, 16 (Suppl.).

This article addresses the status of K–12 education in the United States and scores each state in five areas: standards and assessments; quality of teaching; school climate; resources; and student achievement. The author concludes that, while there are some strong educational systems, the quality of education nationwide is mediocre. Suggestions for improving education through the five areas are provided.

Using Portfolio Assessment at the State and District Level

Council of Chief State School Officers. (1997). Annual survey of state student assessment programs. Washington, DC: Author.

This document summarizes the results of a survey by the Council of Chief State School Officers on each state's efforts to put into effect assessment reform. The document identifies states that are using performance assessments, including portfolios. Data tables with the survey results are also provided.

English language development standards. Elementary. [Draft]. (n.d.). San Diego, CA: San Diego City Schools, Second Language Education, Title VII Systemwide Program.

Developed as a guide for the ongoing planning, development, and monitoring of a standards-based school district, this draft document summarizes the goals of second language education in San Diego, California's elementary bilingual education program. The goals for this district's bilingual program are: proficiency in English, access to the core curriculum, multicultural awareness and a positive self-image, and bilingualism and biliteracy. As part of this standards development project,

San Diego is using portfolio assessments with English language learners. The portfolio assessment program is aligned to the bilingual program standards, along with content area standards used in the district.

ESL assessment guide. [Draft]. (n.d.). Fairfax, VA: Fairfax County Public Schools, Department of Instructional Services, English as a Second Language.

This draft document describes assessment procedures used for students learning English in Fairfax County, Virginia. During English as a second language instruction, students are evaluated through a portfolio-based system. The document includes an overview of the assessment process, the English language proficiency assessment, the home language proficiency assessment, the mathematics proficiency evaluation, and assessment procedures for young children in need of ESL services. The document then details what assessment measures are used at the various grade levels to assess oral, writing, and reading skills, and procedures for administering standardized tests for ESL students. Procedures for monitoring and follow-up on students who have left the program are also described. The appendices provide samples of various aspects of the assessment system, and a reference and resource list.

Gearhart, M., Herman, J.L., Baker, E.L., & Whittaker, A.K. (1993). Whose work is it? A question for the validity of large-scale portfolio assessment. (CSE Technical Report No. 363). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.

This report explores the validity of student scores derived from student portfolio assessments. Some of the requirements for large-scale portfolio assessment are described, such as the development of performance standards, criteria for including portfolio items, and methods for scoring the portfolio. Case studies of nine elementary teachers document the instructional support provided to students during the portfolio assessment. The authors discuss factors influencing the effectiveness of portfolio assessment, such as the variability in the amount of support teachers provide students, the varying amounts of time students spend on portfolio entries, and the extent to which student work is copied from outside sources. The authors question the reliability of the results of large-scale portfolio assessment.

Gottlieb, M. (1995). Nurturing student learning through portfolios. TESOL Journal, 5 (1), 12–14.

This article describes the CRADLE approach to portfolio assessment. CRADLE is an acronym for six types of portfolios, used at various stages in the portfolio assessment process: *Collection* portfolios are collections of student work; *Reflection* portfolios are those in which students use the collected work to reflect on the learning process and to enhance their awareness of their learning styles and strengths; *Assessment* portfolios are those in which students and teachers

use the information in the portfolio as an alternative assessment tool; *Documentation* portfolios serve as legal documents attesting to students' achievement, and are maintained as part of the students' permanent file; *Linkage* portfolios are portfolios used to build communication networks among the school, home, and community, and between teachers of the student; and *Evaluation* portfolios are portfolios that represent program and teaching characteristics by providing summative data for decision making. Portfolios used in the classroom are often reflections or collections; at the school level, assessment portfolios will be more common. Portfolios intended to provide documentation, linkages, and evaluation are more likely to be driven by district and/or state level informational needs.

Hewitt, G. (1993). Vermont's portfolio-based writing assessment program: A brief history. *Teachers, writers*, 24 (5), 1–6.

The author provides a brief history of the portfolio-based writing assessment program used in Vermont since 1990. He describes the reasons that a portfolio assessment program was begun in Vermont, the problems encountered by the committee in charge of developing the assessment program, and the resolutions to these problems.

Koretz, D., McCaffrey, D., Klein, S., Bell, R., & Stecher, B. (1993). The reliability of scores from the 1992 Vermont portfolio assessment program. (CSE Technical Report No. 355). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.

This report provides a brief overview of the 1991–92 pilot study completed in Vermont on the use of portfolios as a statewide assessment tool. While inter-rater reliability figures were low, statewide estimates of improved student performance were found. Numerous suggestions for improving reliability figures and implications for future use of portfolios are included in the report.

Koretz, D., Stecher, B., Klein, S., & McCaffrey, D. (1994). The evolution of a portfolio program: The impact and quality of the Vermont program in its second year (1992–1993). (CSE Technical Report No. 385). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.

Focusing primarily on the statewide mathematics portfolio, this report points to several improvements in the teaching of mathematics, as evidenced by improved results on the mathematics portfolio. Teacher questionnaires indicated that teaching patterns changed substantially, with more time spent on mathematical reasoning and problem-solving. According to the authors, there was appreciable but inconsistent progress in the program overall. Time burdens and inconsistent use of portfolios remained substantial concerns, but inter-rater reliability scores improved. In fact,

low inter-rater reliability is no longer the binding constraint for uses of the aggregate total score (subscores added together). In contrast to improved reliability of scoring for the mathematics portfolios, there was only slight improvement in the reliability of scoring in writing.

Koretz, D., Stecher, B., Klein, S., McCaffrey, D., Bell, R., & Deibert, E. (1993). Can portfolios assess student performance and influence instruction? The 1991–92 Vermont experience. (CSE Technical Report No. 371). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.

The authors of this report evaluate the reform of Vermont's statewide assessment program, which relies on portfolios of student work. After describing implementation procedures, the authors discuss the positive effects of the reform on educational practice, the analytic challenges presented by the portfolio scoring process, the reliability and validity of portfolio scores, and the relationship between assessment and instructional reform.

Koretz, D., Stecher, B., & Diebert, E. (1992). The Vermont portfolio assessment program: Interim report on implementation and impact, 1991–92 school year. (CSE Technical Report No. 350). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.

This report describes the history of Vermont's portfolio assessment project, the results of the pilot year (1991–92), and what researchers have learned from the teacher questionnaires and principal interviews. The authors provide numerous suggestions for improving inter-rater reliability figures, which were low in both mathematics and writing. The authors also describe the positive impact that portfolios had on instruction, as reported by teachers and principals, even though teachers felt portfolio assessment was time-consuming and principals noted that additional staff development was required. The report was created in collaboration with the RAND Corporation.

LeMahieu, P.G., Gitomer, D.H., & Eresh, J.T. (1995). Portfolios beyond the classroom: Data quality and qualities. Princeton, NJ: Educational Testing Service, Center for Performance Assessment.

In this report, the authors describe the results of a districtwide writing portfolio assessment for students in grades 6–12. In this assessment program, students were given control over constructing their writing portfolios. The authors cite possible reasons why this assessment attained inter-rater reliability scores of .8 and above, scores which are considerably higher than reliability figures from other large-scale portfolio assessments. The report also includes teachers' perceptions of the assessment and its implications for classroom practice. The authors conclude that portfolio assessment can have sufficient validity and reliability to support purposes of public accounting.

Novak, J.R., Herman, J.L., & Gearhart, M. (1996). Issues in portfolio assessments: The scorability of narrative collections. (CSE Technical Report No. 410). Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing.

In this technical report, the authors illustrate techniques for establishing the reliability and validity of student writing assessments and suggest ways for overcoming problems in using portfolios in large scale assessments. The report compares two different rubrics for scoring narrative writing. The results were mixed, providing good evidence for the reliability and developmental validity of the new rubric. However, correlational patterns were not clear. The authors emphasize the importance of establishing performance-based writing assessments that are technically sound and usable by teachers.

Sheingold, K., Storms, B.A., Thomas, W.H., & Heller, J.I. (1997). Pacesetter English portfolio assessment: 1995 report. Princeton, NJ: Educational Testing Service, Center for Performance Assessment.

This report describes efforts to clarify and refine the assessment portfolio component of Pacesetter English and to provide an initial test of its feasibility and technical quality. A collaborative project of the College Board and the Educational Testing Service, Pacesetter English includes an integrated program of standards, instruction, assessment, and professional development for high school students. The Pacesetter program offers rigorous courses in third- and fourth-year high school math, English, and Spanish. The authors suggest that continued efforts to make portfolio assessment an integral part of the Pacesetter English program are warranted. Also included in the report are some of the challenges and benefits of the portfolio component of this standards-based educational program.

Storms, B.A., Nuñez, A.M., & Thomas, W.H. (1996, May/June). Demonstrating success: Using portfolios to demonstrate student skills. Thrust for Educational Leadership, 25 (7), 6–9.

Researchers at the Center for Performance Assessment at the Educational Testing Service studied portfolio assessment in large-scale assessment programs. This short article describes two projects at the Center: the Pacesetter English portfolio assessment program, described above, and the California Learning Assessment System's portfolio assessment research and development project, described below.

Thomas, W.H., Storms, B.A., Sheingold, K., Heller, J.I., Paulukonis, S.T., Nuñez, A.M., & Wing, J.Y. (1995). California Learning Assessment System portfolio assessment research and development project: Final report. Princeton, NJ: Educational Testing Service, Center for Performance Assessment.

The Center for Performance Assessment at the Educational Testing Service conducted this research and development project to study the standards-based, non-prescriptive portfolio component for the California Learning Assessment System (CLAS). This portfolio assessment system, which was canceled by the California legislature, was intended to provide valid information about student achievement in relation to state curriculum frameworks in language arts at the elementary and middle school levels, and to support improvement in public education. It was also intended to value the diversity of instructional programs in the state and complement other components of the state assessment system. This report indicates that a standards-based, non-prescriptive approach to portfolio assessment can provide trustworthy information about student performance, support curricular and instructional reform, and value the diversity in local systems. The authors make several recommendations on how the results of portfolio assessment can be further improved.

Classroom-based Use of Portfolios

Crowley, M.L. (1993). Student mathematics portfolio: More than a display case. Mathematics Teacher, 86 (7), 544–547.

In this article, the author explains how portfolios have helped students achieve the goals described in the National Council of Teachers of Mathematics curriculum and evaluation standards. Released in 1989, these goals for students are to value mathematics, to develop confidence, to become problem solvers, to communicate mathematically, and to reason mathematically. The author describes the components of a math portfolio, how it is organized, and how it is evaluated, and focuses on its strength as a tool to direct instruction.

Danielson, C., & Abrutyn, L. (1997). An introduction to using portfolios in the classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

This book guides the classroom teacher through the process of using portfolios with students in order to motivate them and encourage them to reflect on their learning. By diagnosing and documenting student learning, teachers can use portfolios to assess student progress. The four basic steps to developing portfolios in every grade level and subject area are described: collecting materials, selecting what to be included, reflecting on the contents to improve learning, and projection, or looking ahead to define and set goals. The authors also provide numerous time

management tips so that teachers have time to implement and evaluate portfolios and to use the assessment information to improve teaching.

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

In this monograph or knowledge brief, the author describes alternative assessment practices and why they are important in improving educational equity. The author argues that if all students are to benefit from reforms in assessment, specific attention must be paid to standards of equity and access to appropriate assessments and curricula for students from non-English speaking backgrounds. She describes some of the issues and potential consequences of assessment programs, such as gatekeeping (e.g., whether or not a student is placed into a program for gifted and talented students or special education services), tracking (e.g., putting students into low and high achievement groups), and opportunity to learn standards. After a discussion on the social context of assessment, including cultural and linguistic bias, she argues for the use of social constructivism in the classroom, in which students construct meaning from instruction rather than learning through teacher-centered instruction. She also focuses on the issues important to English language learners. The author concludes by suggesting actions that will ensure equitable assessment, including portfolio assessment, for linguistic and cultural minorities.

Genesee, F., & Upshur, J.A. (1996). *Classroom-based evaluation in second language education*. New York: Cambridge University Press.

The chapter "Portfolios and Conferences" provides guidelines for using portfolios interactively and for student self-assessment. The authors note the positive contributions that portfolios can make to teaching and learning. They also make suggestions for ways that teachers can use portfolios to plan instruction.

Lankes, A.M.D. (1996). *Electronic portfolios: A new idea in assessment*. *NABE News*, 20 (3), 13–14.

In this article, the author describes numerous kinds of portfolios, including: (1) developmental portfolios; (2) teacher planning portfolios; (3) proficiency portfolios; (4) show-case portfolios; (5) employment skills portfolios; and (6) college admission portfolios. The author then explains the benefits of storing and managing portfolios in an electronic format.

Law, B., & Eckes, M. (1995). *Assessment and ESL: On the yellow big road to the withered of Oz*. Manitoba, Canada: Peguis Publishers.

The authors explore the theory and practice of English as a second language (ESL) assessment. The book is full of work samples, ideas, organizers, and descriptions of experiences that may be of use to the teacher, and includes a discussion on portfolios.

Moya, S.S., & O'Malley, J.M. (1994). *A portfolio assessment model for ESL*. *The Journal of Educational Issues of Language Minority Students*, 13, 13–36.

The authors define the difference between a portfolio, which is a collection of a student's work, exhibitions, experiences, self-rankings (i.e., data), and portfolio assessment, which is the procedure used to plan, collect, and analyze the multiple sources of data maintained in the portfolio. They then identify five features that typify portfolio assessment. They provide a rationale for using portfolios and a portfolio assessment model for students learning English as a second language. This assessment model includes six activities for teachers that are described in detail: (1) identify the purpose and focus of the portfolio; (2) plan the portfolio contents; (3) design the portfolio analysis; (4) prepare for instructional use; (5) identify procedures to verify the accuracy of the information; and (6) implement the model.

National Center for Research on Evaluation, Standards, and Student Testing. (1992). *Portfolio assessment and high technology*. [Video]. Los Angeles, CA: Author.

This video portrays a variety of schools and classrooms in which portfolios are used, showing the reactions of students, teachers, and parents to their use. It also explains why student portfolios maintained on a computer help promote good writing and how portfolios stored electronically on computer help improve teaching and learning.

North Central Regional Educational Laboratory and Council of Chief State School Officers. (1996). *The status of state student assessment programs in the United States*. Oak Brook, IL: North Central Regional Educational Laboratory.

This report describes the results of an annual survey of large-scale assessment programs in each state. It also describes efforts to link instruction to curriculum frameworks and standards, and advocates for a blended assessment approach (one that combines a variety of measurements of student progress).

O'Malley, J.M., & Valdez Pierce, L. (1996). Authentic assessment for English language learners: Practical approaches for teachers. New York: Addison-Wesley.

In this book, the authors describe the issues surrounding the use of authentic assessment with English language learners, starting with the rationale behind authentic assessment and then describing issues relating to the design of such assessments. Authentic assessment is the term used to describe the multiple forms of assessment used in the classroom, other than multiple choice tests, that represent the classroom goals, curricula, and instruction. Chapter Three "Portfolio Assessment" covers portfolios and how they can be used as a tool to inform instruction. Topics of other chapters include issues of oral language assessment, reading assessment, writing assessment, and content area assessment. Each chapter includes several examples of authentic assessment measures from the classroom.

Pearson, B., & Berghoff, C. (1996). London bridge is not falling down: It's supporting alternative assessment. TESOL Journal, 5 (4), 28–31.

In this article, the use of portfolio assessment in a sheltered mathematics classroom is described. The authors point out that assessment can be woven into instruction and can stimulate students' active involvement in their own and each other's work.

Smolen, L., Newman, C., Wathen, T., & Lee, D. (1995). Developing student self-assessment strategies. TESOL Journal, 5 (1), 22–27.

The authors describe ways that teachers can work with students to develop self-assessment skills. Some of the ways of accomplishing this goal is to use portfolios with students, helping them to become independent learners. Samples of student work are included in the article.

Special Issues Analysis Center. (1995). Inclusion of limited English proficient students in state performance standards and assessments. Rosslyn, VA: Development Associates, Inc.

This report presents information on the status of developing statewide student performance standards and assessment systems in all states. It also describes the extent to which these systems are inclusive of English language learners, and the provisions concerning the English language proficiency of non-native English speakers in the assessment systems. The report also describes the extent to which changes in assessment have been influenced by other state education reform activities.

Teacher of English to Speakers of Other Languages. (1998). Managing the assessment process: A framework for measuring student achievement of the ESL Standards. Alexandria, VA: Author.

This companion document to TESOL's ESL Standards for Pre-K–12 Students (1997) describes what is considered “best practice” in the assessment of English language learners. It then details assessment guidelines for measuring student performance in relation to the ESL Standards.

Valdez Pierce, L., & O'Malley, J.M. (1992). Performance and portfolio assessment for language minority students. NCBE program information guide series, No. 9. Washington, DC: National Clearinghouse for Bilingual Education.

This resource guide provides performance assessment procedures and a portfolio assessment framework for monitoring the language development of English language learners in the upper elementary and middle grades. Samples of student portfolios are provided.

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