Reaching English Language Learners In Every Classroom

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acknowledgements preface introduction key concepts for success elementary and middle school foreign languages standards for foreign language learning in the 21st century overview section a focus on the learner 1 characteristics of young learners second language acquisition cognitive characteristics of the learner

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a discussion of family literacy projects focuses on alternatives to traditional methods of program evaluation in the first chapter the distinction between standardized and alternative assessments is clarified and the special evaluation needs of family literacy projects are highlighted the remainder of the handbook is intended to help program staff members design and implement appropriate alternative approaches to assessment each chapter addresses a different aspect of assessment and evaluation chapter 2 contains a model for integrating program planning implementation and evaluation activities chapter 3 addresses initial assessment including needs assessment intake and placement suggesting strategies for using these to yield accurate baseline information the fourth chapter describes how alternative approaches can be used to document learners progress toward instructional objectives and the fifth chapter suggests uses for surveys performance samples focus groups and observation techniques to measure and demonstrate progress toward program goals the final chapter describes the process used in designing and field testing this handbook using the planning model presented earlier and offering methods for refining the project in question a glossary is included mse adjunct eric clearinghouse on literacy education

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