

**List of
Assessment Resources
for
English as a Second Language (ESL)**

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The primary audience for this document is:

Teachers	✓
Administrators	✓
Students	
Parents	

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Executive Summary

Classroom teachers, specialists and school principals will find this “*List of Assessment Resources for English as a Second Language (ESL)*” useful for determining the level of instruction for new students, measuring student growth, communicating about student learning, and for applying for ESL funding and for special considerations on Provincial Achievement Tests and Diploma Examinations.

The resources are listed in the Table of Contents. Useful information about each resource is included in “ESL Assessment Resources—At a Glance.” In the pages that follow, each resource is described in detail and rated according to 12 evaluation criteria with accompanying reviewer comments.

This list of resources was prepared for Alberta Education by a committee of teachers working under the auspices of the Alberta Assessment Consortium. The list will be included in an ESL assessment handbook, which is in development.

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ESL Assessment Resources—At a Glance

Assessment Type	Tool / Strategy Individuals (I) Groups (G)	Age/ grade	Target Group	What It Measures							Purpose				Qualifications*		
				Conversational vocabulary	Academic vocabulary	Speaking, listening	Reading, viewing	Writing, representing	Adaptive functioning	Intelligence	Baseline/intake	Diagnostic	Formative	Achievement	*Level A	*Level B	*Level C
Performance Task	Basic Reading Inventory: Pre-primer through Grade 12 and Early Literacy Assessments by Jerry L. Johns (I)	K–12	All students	X	X	X	X				X	X			X		
Test (paper and pencil)	Canadian Test of Basic Skills (CTBS) Form K (G)	K–12	All students	X	X		X							X	X		
Performance Task	CARA—Canadian Adult Reading Assessment (I)	9–Adult	All students Pre-literate		X		X				X	X	X		X		
Performance Task	Cooter/Flynt/Cooter Comprehensive Reading Inventory (2006)	1–12 I	All students				X					X	X		X		
Performance Task	Developmental Reading Assessment (DRA2), K–3 Kit	K–3 I	All students														
Performance Task	Diagnostic Reading Program (I)	1–6	All students	X	X	X	X					X			X		
Oral Communication (speaking)	Expressive One-word Picture Vocabulary Test, 3 rd Edition (2000) (I)	K–12	All students	X	X	X						X	X		X		

*** Qualifications Key:**

- Level **A** Tests: No formal training in testing is required. Examiner must have a B. Ed and currently be a teacher or a consultant with informal training in the use of a particular assessment.
- Level **B** Tests: Require formal training in assessment and testing principles. At least one undergraduate course in assessment is required.
- Level **C** Tests: These are restricted tests that require professional qualifications at a graduate level. It is expected that an individual administering and interpreting Level C tests will be eligible for registration as a Chartered Psychologist in Alberta.

Assessment Type	Tool / Strategy Individuals (I) Groups (G)	Age/ grade	Target Group	What It Measures							Purpose				Qualifications*		
				Conversational vocabulary	Academic vocabulary	Speaking, listening	Reading, viewing	Writing, representing	Adaptive functioning	Intelligence	Baseline/intake	Diagnostic	Formative	Achievement	* Level A	* Level B	* Level C
Test (paper and pencil)	Gates–MacGinitie Reading Tests, Canadian, 2 nd Edition, 1992 (G)	1–12	All students	X	X		X				X	X			X		
Comprehensive Test (performance and paper and pencil)	IDEA Proficiency Test (IPT) 2002 (I, G)	Pre-K–12	ESL students	X	X	X	X	X			X	X	X		X		
Comprehensive Test (performance and paper and pencil)	Language Proficiency Test Series (LPTS) 1999, 2000 (I, G)	K–12	ESL students	X	X	X	X	X			X	X	X		X		
Performance Task	LaRue Reading Skills Assessment for Pre-literate Students (I, G)	1–12	Pre-literate ESL	X		X	X	X			X		X		X		
Written Communication (Web site)	Lexical Tutor (I, G)	5–12	All students	X	X		X	X			X				X		
Comprehensive Test (performance and paper and pencil)	MAC II Test of English Language Proficiency (G)	K–12	ESL students	X	X	X	X	X			X	X	X		X		
Observation	MacArthur–Bates Communicative Development Inventory (CDI) (I)	Pre-K–1	All students	X		X			X		X		X		X		
Oral Communication (listening)	Peabody Picture Vocabulary Test , 3 rd Edition 1997 (I)	K–12	All students	X	X	X						X	X		X		
Performance Task	PM Benchmarks, Kits 1 & 2 (I)	K–6	All students	X	X	X	X				X	X	X	X	X		

Assessment Type	Tool / Strategy Individuals (I) Groups (G)	Age/ grade	Target Group	What It Measures							Purpose				Qualifications*		
				Conversational vocabulary	Academic vocabulary	Speaking, listening	Reading, viewing	Writing, representing	Adaptive functioning	Intelligence	Baseline/Intake	Diagnostic	Formative	Achievement	* Level A	* Level B	* Level C
Comprehensive Test (performance and paper and pencil)	Pre-LAS 2000; and LAS (Language Assessment Scale) I and II (1990), Three Kits: Pre-LAS (PreK-K), LAS/O-I (Grades 1-6), LAS/O-II (Grades 7-12)\ (I, G)	Pre-K-12	ESL students	X	X	X	X	X			X	X	X		X		
Receptive Communication (listening and reading)	Receptive One-Word Picture Vocabulary Test: ROWPVT 2000 Edition (I)	K-12	All students	X	X	X	X					X	X		X		
Performance Task	Rigby ELL Assessment Kit (I)	K-5	ESL students	X	X	X	X	X			X	X	X		X		
Test (Web site)	SLEP—Secondary Level English Proficiency (G)	7-12	ESL students	X		X	X				X		X		X		
Visual and Non-verbal Communication	TONI 3—Test of Non-Verbal Intelligence (I)	1-12	All students							X			X				X
Test (paper and pencil)	Vocabulary Levels Test (VLT) 2000 words (I)	4-12	All students	X	X		X				X		X				
Visual and Non-verbal Communication	Wechsler Non-verbal Scale of Ability (I)	K-12	All students							X		X	X				X
Performance Task	Woodcock-Munoz Language Survey – Revised (WMLS-R) 2005 (I)	K-12	ESL students	X	X	X	X	X			X	X	X	X		X	

ESL Assessment Resources—Critical Reviews

Resource: Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments

<p>Name: Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments</p>	<p>Publisher: Dubugue, IA: Kendall/Hunt Publishing Co, 9th Edition, 2005. http://www.kendallhunt.com/index.cfm</p>
<p>Learner Profile: All students</p>	<p>Age/Grade Cluster: K–12</p>
<p>Time to Administer: 10–20 minute sittings</p>	
<p>Intended Purpose: For a given text, identify a student’s level of reading as independent, instructional or frustration. Helps teachers gain insight into students’ reading behaviours, reading strategies, and strengths and weaknesses in comprehension.</p>	
<p>Components: Resource book (paperback). Optional components: Multimedia CD–ROMs with video clips, book lists, masters, tracking software; training DVD; strategies and resources handbook; targeted reading handbook—an in-service tool that explains the reading process and demonstrates how content teachers can improve achievement for all students.</p>	
<p>Assessment Sections: Graded word lists, reading passages with large print for students, observation guides, teacher record sheets and miscue analysis grids.</p>	
<p>Overview and Comments: This is an individually administered informal reading test that can be administered by classroom teachers and other professionals. Administration of the test requires minimal preparation once teachers have become familiar with the process. Support materials provide ideas for the full range of learners, from the most challenged to the most advanced.</p>	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:	X																																				
<p>Reviewer Comments: Resource is updated regularly– now in its ninth edition. The assessment strategies are built on students doing real reading, and teacher observation and analysis. Based on sound research and experience.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>conversational vocabulary</td> <td>X</td> <td></td> </tr> <tr> <td>academic vocabulary</td> <td>X</td> <td></td> </tr> <tr> <td>speaking</td> <td>X</td> <td></td> </tr> <tr> <td>reading</td> <td>X</td> <td></td> </tr> <tr> <td>writing</td> <td></td> <td>X</td> </tr> <tr> <td>listening</td> <td>X</td> <td></td> </tr> <tr> <td>viewing and/or representing</td> <td>X</td> <td></td> </tr> <tr> <td>adaptive functioning</td> <td></td> <td>X</td> </tr> <tr> <td>intelligence</td> <td></td> <td>X</td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>						Yes	No	conversational vocabulary	X		academic vocabulary	X		speaking	X		reading	X		writing		X	listening	X		viewing and/or representing	X		adaptive functioning		X	intelligence		X	other (specify)		
	Yes	No																																			
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listening	X																																				
viewing and/or representing	X																																				
adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
<p>Reviewer Comments: Provides insights and strategies that are applicable to struggling readers, including ESL students.</p>																																					
3. Appropriate for ESL students (language and culture):	X																																				
<p>Reviewer Comments: Provides three different passages for each grade, so teachers can select the most appropriate texts to use with specific students.</p>																																					

Criteria	3	2	1	N																		
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:	X																					
<p>Reviewer Comments: The collection includes early literacy assessments for children who are not yet reading through to Grade 12 passages. Teachers should be able to find material with applicability for most learners.</p>																						
5. Enables students to demonstrate what they know and can do:																						
<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>engaging</td> <td></td> <td>X</td> </tr> <tr> <td>multiple formats</td> <td></td> <td>X</td> </tr> <tr> <td>variety of modes of response</td> <td>X</td> <td></td> </tr> <tr> <td>available in other languages: Spanish (K–4)</td> <td>X</td> <td></td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	engaging		X	multiple formats		X	variety of modes of response	X		available in other languages: Spanish (K–4)	X		other (specify)						
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multiple formats		X																				
variety of modes of response	X																					
available in other languages: Spanish (K–4)	X																					
other (specify)																						
<p>Reviewer Comments: Reading passages are intended to be of high interest. Teacher may assess comprehension by asking questions, using retelling or combining retelling with questions. A Spanish version is available for K–4.</p>																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
<p>Reviewer Comments: There is a lot of teacher support. The format is organized and clear; the content is relatively easy to understand and implement.</p>																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher’s feedback, planning and instruction:	X																					
<p>Reviewer Comments: This resource is valuable to classroom teachers, reading specialists, and other professionals and paraprofessionals, because the assessment information can be translated into support for students in a timely and relevant manner. It helps teachers provide students with materials at a reading level that is appropriate for their skill level.</p>																						

Criteria	3	2	1	N
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
Reviewer Comments: Results help support the daily instructional decisions teachers make and provide evidence for those decisions. The resource provides guidance to teachers in interpreting results.				
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:	X			
Reviewer Comments: There are blackline masters and electronic tracking systems for the teacher to use or adapt. Connections to proficiency standards have not been built into the program but can be made.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:			X	
Reviewer Comments: Many of the passages contain content specific to the United States, especially at the higher grade levels.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:		X		
Reviewer Comments: Compatible with the essence of the reading and reading comprehension outcomes in Alberta curricula.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: This product is cost-effective because it is an individually administered informal reading test. The time for administration is a challenge, although with practice, teachers find it fairly easy to administer and interpret.				

Resource: Canadian Test of Basic Skills (CTBS) Form K

Name: Canadian Test of Basic Skills (CTBS) Form K – Reading Subtest	Publisher: Scarborough, ON: Nelson Education http://www.assess.nelson.com/a-grp.html
Learner Profile: All students	Age/Grade Cluster: Grades K–12
Time to Administer: 35–50 minutes	
Intended Purpose: To identify a student’s level of achievement in reading comprehension.	
Components: Teacher directions, guides for scoring, student booklets and answer sheets.	
Assessment Sections: CTBS produces tests in the areas of vocabulary, reading, language, sources of information, mathematics, science, maps and diagrams. The specific test being reviewed and recommended for this project is reading/reading comprehension.	
Overview and Comments: This is a group-administered paper-and-pencil classroom assessment. Results demonstrate whether or not students are making expected progress and indicate which students may benefit from further one-on-one testing. Results also help schools identify students who are at risk or gifted.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience, and research with respect to assessment, particularly ESL:			X																																		
<p>Reviewer Comments: Uses a multiple-choice format, which is difficult for many students, and may be an unfamiliar format for some of the ESL students.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> </tr> </thead> <tbody> <tr> <td>conversational vocabulary</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>academic vocabulary</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>speaking</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>reading</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>writing</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>listening</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>viewing and/or representing</td> <td style="text-align: center;">X**</td> <td style="text-align: center;">X</td> </tr> <tr> <td>adaptive functioning</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>intelligence</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table> <p>** illustrations are presented in the lower levels only</p>						Yes	No	conversational vocabulary	X		academic vocabulary	X		speaking		X	reading	X		writing		X	listening		X	viewing and/or representing	X**	X	adaptive functioning		X	intelligence		X	other (specify)		
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viewing and/or representing	X**	X																																			
adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
<p>Reviewer Comments: The reading passages parallel typical reading texts that students encounter in a variety of school and recreational reading situations.</p>																																					
3. Appropriate for ESL students (language and culture):			X																																		
<p>Reviewer Comments: The publisher has represented a cross-section of cultures in the texts; however, information is presented from a North American point of view.</p>																																					

Criteria	3	2	1	N																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:			X																						
<p>Reviewer Comments: As presented, the test would not be applicable to the full range of students. If the test is being used as a classroom assessment, teachers could modify the standardized directions for administration; e.g., by reading the material to the student and scribing answers for the student.</p>																									
<p>5. Enables students to demonstrate what they know and can do:</p> <table border="1" data-bbox="235 636 823 1050"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>engaging</td> <td></td> <td>X</td> </tr> <tr> <td>multiple formats</td> <td></td> <td>X</td> </tr> <tr> <td>variety of modes of response</td> <td></td> <td>X</td> </tr> <tr> <td>available in other languages (specify)</td> <td></td> <td>X</td> </tr> <tr> <td>other (specify)</td> <td>X</td> <td></td> </tr> <tr> <td colspan="3">The passages are reasonably interesting and the questions reflect a range of comprehension skills; e.g., identify, associate, infer, synthesize and generalize.</td> </tr> </tbody> </table>						Yes	No	engaging		X	multiple formats		X	variety of modes of response		X	available in other languages (specify)		X	other (specify)	X		The passages are reasonably interesting and the questions reflect a range of comprehension skills; e.g., identify, associate, infer, synthesize and generalize.		
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engaging		X																							
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other (specify)	X																								
The passages are reasonably interesting and the questions reflect a range of comprehension skills; e.g., identify, associate, infer, synthesize and generalize.																									
<p>Reviewer Comments: For students who are able to read, this test does an adequate job of measuring their current level of achievement at a particular point in time during the school year.</p>																									
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:		X																							
<p>Reviewer Comments: Very thorough directions for administration are provided. The interpretations of results provided by the publisher are based on grade equivalent scales and norms booklets. Field trials were administered to Canadian students.</p>																									
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:			X																						
<p>Reviewer Comments: The information derived from this test is primarily for the teacher. Teachers can use the results to make decisions about grouping and supporting students and instructional emphases and the need for resources, and as part of a body of evidence for reporting to parents about a student's achievement and progress.</p>																									

Criteria	3	2	1	N
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
Reviewer Comments: The results are reliable; however, there is a great deal of misinterpretation of the meaning of grade equivalents by teachers, which can lead to misunderstanding by parents.				
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:		X		
Reviewer Comments: Student profile charts for tracking student performance over time are available from the publisher.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:			X	
Reviewer Comments: This is a generic test based on the Iowa Test of Basic Skills, which is published in the United States. It has been adapted for a cross-Canada audience by representatives from several provinces. The topics are not specific to an Alberta context, but are generally representative of texts studied in Alberta classrooms.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:		X		
Reviewer Comments: The reading/reading comprehension subtests measure specific learner outcomes from the provincial language arts program of studies.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: The costs are fairly reasonable. Many of the materials for teachers and older students can be reused until there is a newer edition published. The consumable student booklets for younger students would incur an annual cost, so these students can put their answers directly into a booklet and not onto an answer sheet.				

Resource: CARA—Canadian Adult Reading Assessment

Name: CARA — Canadian Adult Reading Assessment	Publisher: Edmonton AB: Cross Roots Press http://www.literacyservices.com/assessmt.htm
Learner Profile: High school students, adults, diverse Canadian populations including ESL; can also be used with all levels including students with limited formal schooling	Age/Grade Cluster: Grade 9–adult
Time to Administer: 30 minutes	
Intended Purpose: Informal Reading Inventory for Adults allows for structured diagnostic observations of silent and oral reading performance. Scores are derived primarily from students' comprehension.	
Components: Student assessment booklet, instructor's manual and CD-ROM.	
Assessment Sections: Description of CARA; how to administer and score; interpretation of CARA; graded word list, passages, and comprehension questions (there are four informational passages and two narrative passages per level); and information about technical development of CARA.	
Overview and Comments: The norm group came from adult basic education programs in colleges and community based programs. It matches the Canadian language benchmarks 1–9. There are a variety of topics, including Fry and Dale–Chall readability formulas. Includes prior knowledge and level of interest scale. Retelling section provides acceptable answers for each question.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:	X			
Reviewer Comments: Canadian norms include immigrant and First Nations, Métis and Inuit (FNMI) students.				
2. Addresses one or more of the language arts or experiences critical for ESL students:				
	Yes	No		
conversational vocabulary		X		
academic vocabulary	X			
speaking		X		
reading	X			
writing		X		
listening		X		
viewing and/or representing		X		
adaptive functioning		X		
intelligence		X		
other: prior knowledge	X			
Reviewer Comments: No comments.				
3. Appropriate for ESL students (language and culture):	X			
Reviewer Comments: While norms do include immigrant students and FNMI, the cultural references may be problematic for some. It offers insight into the language and cultural challenges the student faces. It also assesses prior knowledge and level of interest.				
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X		
Reviewer Comments: For high school students only. Could have more easy passages for the lower readers.				

Criteria	3	2	1	N																		
5. Enables students to demonstrate what they know and can do:																						
<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>engaging</td> <td>X</td> <td></td> </tr> <tr> <td>multiple formats</td> <td>X</td> <td></td> </tr> <tr> <td>variety of modes of response</td> <td></td> <td>X</td> </tr> <tr> <td>available in other languages (specify)</td> <td></td> <td>X</td> </tr> <tr> <td>Other prior knowledge</td> <td>X</td> <td></td> </tr> </tbody> </table>		Yes	No	engaging	X		multiple formats	X		variety of modes of response		X	available in other languages (specify)		X	Other prior knowledge	X					
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available in other languages (specify)		X																				
Other prior knowledge	X																					
Reviewer Comments: No comments.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
Reviewer Comments: It is easy to use.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X																					
Reviewer Comments: This is good feedback regarding reading comprehension level, prior knowledge and level of interest.																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:																						
Reviewer Comments: The information provided could be easily understood by most people, educators, psychologists and family numbers. It is good information for sharing related to reading achievement, prior knowledge and interest.																						
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:	X																					
Reviewer Comments: Could be done every six to 12 months to see growth.																						

Criteria	3	2	1	N
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:	X			
Reviewer Comments: It was developed in Edmonton, field-tested with a diverse population, and used in Calgary to assess Level 1 high school students.				
11. Is relevant and links to the Alberta context— curriculum and programs of study:	X			
Reviewer Comments: There is a very good match of reading topics with Alberta curriculum, and there is a strong Canadian content.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: It is relatively inexpensive, designed for individual administration and quick and easy to administer.				

Resource: Cooter/Flynt/Cooter Comprehensive Reading Inventory (2006)

Name: <i>Cooter/Flynt/Cooter Comprehensive Reading Inventory: Measuring Reading Development in Regular and Special Education Classrooms</i> by Robert Cooter, E. Flynt and Kathy Cooter	Publisher: Newmarket, ON: Pearson Canada http://www.pearsoned.co.uk/Bookshop/detail.asp?item=100000000105073
Learner Profile: Students at risk of reading failure.	Age/Grade Cluster: Grades 1–12
Time to Administer: 30–45 minutes (per individual)	
Intended Purpose: To determine reading placement of a student. Provides insights into the reading development, word identification and story/content comprehension ability.	
Components: Teacher’s manual that includes oral/silent reading passages, audiocassette and examiners protocol.	
Assessment Sections: Silent reading selections, oral reading selections, miscue analysis and listening comprehension.	
Overview and Comments: This is a reading assessment tool for Grade 1 to Grade 12 students, with no correlation to English proficiency standards. Some story selections are not culturally relevant or appropriate for ESL students. Caution must be used when selecting appropriate reading selections.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:				X																																	
Reviewer Comments: Reflects practices congruent with reading assessment, but not inclusive of ESL assessment.																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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listening	X																																				
viewing and/or representing		X																																			
adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
Reviewer Comments: No comments.																																					
3. Appropriate for ESL students (language and culture):			X																																		
Reviewer Comments: Appropriate for intended target group, with cautions for ESL students, especially with story selection. Caution and care must be taken when choosing selections appropriate for ESL, due to lack of relevant cultural context.																																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:			X																																		
Reviewer Comments: Not appropriate for Level 1 or 2 ESL students or students with limited formal schooling.																																					

Criteria	3	2	1	N																		
5. Enables students to demonstrate what they know and can do:																						
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engaging	X																					
multiple formats		X																				
variety of modes of response		X																				
available in other languages (specify)		X																				
other (specify)																						
Reviewer Comments: This reading assessment has limitations e.g., one being limited visuals even at the lower levels.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:		X																				
Reviewer Comments: Some training is required before administering this assessment.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:		X																				
Reviewer Comments: Specific to reading only and is standardized. Does not provide specific reading analysis critical to planning and instruction for ESL.																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:																						
Reviewer Comments: Includes student summary pages, which are useful for teachers to assist with programming and reading intervention.																						
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:				X																		
Reviewer Comments: Not correlated to proficiency standards only Fontas and Pinnell reading levels.																						

Criteria	3	2	1	N
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
<p>Reviewer Comments: This assessment is currently being used to assess reading levels in many schools in Alberta. It is not reflective of the cultural diversity of ESL learners.</p>				
11. Is relevant and links to the Alberta context—curriculum and programs of study:		X		
<p>Reviewer Comments: For English language arts curriculum only.</p>				
12. Is cost- and time-effective to use in Alberta classrooms:				
<p>Reviewer Comments: This is an individually administered assessment tool, which could be considered time-consuming and costly for school jurisdictions.</p>				

Resource: Developmental Reading Assessment DRA 2, K–3 Kit

Name: Developmental Reading Assessment (DRA2) K–3.	Publisher: Newmarket, ON: Pearson Learning Group http://pearsonschool.com
Learner Profile: Primary children in K–3	Age/Grade Cluster: K–3
Time to Administer: 30–40 minutes (individual)	
Intended Purpose: To provide teachers with information that helps determine independent reading level and identifies what students need to learn. It assesses student performance in reading proficiency, reading engagement, oral reading fluency and comprehension.	
Components: Teacher guide; Blackline masters, blackline masters CD–ROM; 45 benchmark assessment books; 30 student assessment folders; assessment procedures overview card; DRA2 clipboard; training DVD; DRA word analysis teacher guide/student book/training CD–ROM; and DRA2 organizer box with 46 hanging file folders.	
Assessment Sections: Reading proficiency, comprehension and word analysis.	
Overview and Comments: This reading assessment tool is not correlated or even referenced for ESL students. English language proficiency standards or levels are not considered. Teachers using this tool to determine reading levels would require training as to how the level of English language proficiency may contribute to the benchmark reading level identified as being achieved by the ESL students completing this assessment. Teachers using this tool with ESL students are challenged with reporting the significant achievement gaps obtained between fluency and comprehension levels. An understanding of second language acquisition is imperative when explaining these gaps to parents and students.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL.			X																																		
Reviewer Comments: This is a reading assessment tool that is not correlated to any ESL reading benchmarks.																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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viewing and/or representing	X																																				
adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
Reviewer Comments: No comments.																																					
3. Appropriate for ESL students (language and culture):		X																																			
Reviewer Comments: Background of students needs to be considered when selecting stories for K–3.																																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:			X																																		
Reviewer Comments: The stories are not really culturally relevant, and little cultural diversity is shown.																																					

Criteria	3	2	1	N																		
5. Enables students to demonstrate what they know and can do:																						
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available in other languages: Spanish	X																					
other (specify)																						
Reviewer Comments: Student background needs to be considered, as it may limit understanding on culturally biased story lines.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:		X																				
Reviewer Comments: Only for administration and interpretation of reading results.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X																					
Reviewer Comments: This tool provides exceptional feedback for guiding instruction and planning only for reading.																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:			X																			
Reviewer Comments: This is a teacher tool and is not very student- or parent-friendly.																						
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:				X																		
Reviewer Comments: It can track student performance, but not relative to English proficiency standards.																						

Criteria	3	2	1	N
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
Reviewer Comments: No comments.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:	X			
Reviewer Comments: This reading assessment tool is commonly used in classrooms today.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: Since this is an individually-administered reading assessment, it might not be considered cost- and time-efficient by some school jurisdiction.				

Resource: Diagnostic Reading Program

Name: Diagnostic Reading Program	Publisher: Edmonton, AB: Alberta Education; Student Evaluation Branch. http://www.lrc.education.gov.ab.ca/pro/resources/findares.htm
Learner Profile: All students	Age/Grade Cluster: Grades 1–6
Time to Administer: Several sittings of 10–20 minutes	
Intended Purpose: To help teachers meet the individual needs of students in their classrooms. Provides teachers with a systematic approach to observing and interpreting students' strengths and weaknesses in reading, and suggestions for follow-up instruction.	
Components: Five handbooks: Evaluation Strategies (blue), Reading Passages (yellow), Duplicating Masters (green), Instructional Strategies (red), and Diagnostic Teaching in a Language Learning Framework (lilac).	
Assessment Sections: Word identification and comprehension checklists, oral reading miscues, retelling, comprehension questions, cloze, sentence verification, observation guides, response to reading checklists and reading profile.	
Overview and Comments: This program is designed for use by classroom teachers. Most of the tools are designed for one-on-one administration or observation, but two are whole-class pencil-and-paper tests—the cloze and the sentence verification strategies. The program was developed by Alberta teachers, so the informational reading passages represent a distinctly Alberta context. The evaluative instruments were normed on elementary students in Alberta.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience, and research with respect to assessment, particularly ESL:	X																																				
<p>Reviewer Comments: Emphasizes the importance of understanding what learners already know and can do with language, so that further instruction develops areas of difficulty and extends areas of strength. Addresses reading as a thinking process. Still relevant to current thinking.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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viewing and/or representing	X																																				
adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
<p>Reviewer Comments: Provides teachers with tools and strategies for observing students engaged with any type of reading material. As well, four forms of narrative and informational reading passages are provided with the package.</p>																																					
3. Appropriate for ESL students (language and culture):	X																																				
<p>Reviewer Comments: Some content in the reading passages will be culturally unfamiliar, but the teacher can select the most appropriate texts to use with specific students.</p>																																					

Criteria	3	2	1	N																		
4. Can be adapted to the full range of ESL students, e.g., special needs, no formal schooling:	X																					
<p>Reviewer Comments: Some of the checklists and observation tools capture reading behaviours that are prerequisite to “real” reading.</p>																						
5. Enables students to demonstrate what they know and can do:																						
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multiple formats		X																				
variety of modes of response	X																					
available in other languages (specify)		X																				
other (specify)																						
<p>Reviewer Comments: The strength of the program is the flexibility afforded to the teacher. The student materials are basic black and white photocopies.</p>																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
<p>Reviewer Comments: It is very strong in this regard and provides teachers with specific examples of how tools have been used and how results have been interpreted by teachers during the field trials.</p>																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher’s feedback, planning and instruction:	X																					
<p>Reviewer Comments: Both Book 4, <i>Instructional Strategies</i>, and Book 5, <i>Diagnostic Teaching in a Language Learning Framework</i>, provide a wealth of practical and philosophically sound teaching suggestions to guide teachers in responding to the weaknesses and strengths demonstrated by individual students or a group of students.</p>																						

Criteria	3	2	1	N
8. Yields results that are understandable to teachers who can in turn interpret them to administrators, students, their parents, counsellors, psychologists and other people involved in a student's education:				
Reviewer Comments: Very compatible with classroom programming and provides specific, concrete information that the teacher can both show and explain to others.				
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:		X		
Reviewer Comments: Provides a variety of simple, not overly complex record sheets that can be used to demonstrate current achievement and growth over time to students and other stakeholders. Connections to proficiency standards have not been built into the program, but can be made.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
Reviewer Comments: Very relevant to the Alberta context; not always relevant to the ESL demographic in Alberta.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:		X		
Reviewer Comments: Developed to be an adjunct to the Alberta language arts program of studies as it was presented in 1986 and 1993.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: This product is very cost-effective. The time to do one-on-one administration is a challenge, but the benefit of this type of assessment to students is invaluable.				

Resource: Expressive One-word Picture Vocabulary Test, 3rd Edition (2000)

Name: Expressive One-word Picture Vocabulary Test (3 rd edition).	Publisher: Novato, CA: Academic Therapy Publications http://www.academictherapy.com
Learner Profile: Pre-K to Adult	Age/Grade Cluster: K–12
Time to Administer: 15–20 minutes (individual)	
Intended Purpose: To be used, as part of a test battery, as a screening instrument to devise a very general estimate of verbal ability and to monitor vocabulary acquisition. Correlations with other tests of vocabulary, cognitive ability, and language and academic achievement can be done.	
Components: Manual, which includes detailed administration instructions, development, procedures and national norms, test plates with full-colour illustrations, and record form with clear directions and prompts.	
Assessment Sections: Introduction and considerations; administration and scoring; interpretation; development; standardization, reliability, and validity; previous research; and references.	
Overview and Comments: Demographic characteristics of the standardization sample include a very diverse group from four regions of the United States, including Asians, Blacks, Hispanics, whites, and other; female, male; urban rural; regular and special education. Strengths: <ul style="list-style-type: none">• There are correlations between this and other tests of vocabulary, cognitive ability, language and academic achievement.• Ease of administration.• Reliability, and validity tables are included.• An interpretation chapter is provided.• It includes detailed administration information. Weaknesses: <ul style="list-style-type: none">• Normed group composed of English first language speakers.• Demonstrates examinee’s acquisition of mainstream American culture.	

Recommendations for use:

- Use as part of a test battery.
- Use to monitor vocabulary acquisition.
- Not to be used for those with hearing or visual deficits.
- Administer in no less than six-month intervals to evaluate the extent of the student's English vocabulary.
- For ESL students, low performance scores cannot be interpreted in the same way as similar results from English-speaking students.

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:			X	
Reviewer Comments: While it is a vocabulary assessment, the standardized samples did not include ESL speakers.				
2. Addresses one or more of the language arts or experiences critical for ESL students:				
	Yes	No		
conversational vocabulary	X			
academic vocabulary	X			
speaking		X		
reading		X		
writing		X		
listening		X		
viewing and/or representing		X		
adaptive functioning		X		
intelligence		X		
other (specify)				
Reviewer Comments: No comments.				

Criteria	3	2	1	N																		
3. Appropriate for ESL students (language and culture):			X																			
<p>Reviewer Comments: Although useful as a vocabulary assessment, it was not normed for ESL students and needs to be used with caution – attention to cultural differences is especially important.</p>																						
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X																				
<p>Reviewer Comments: It is designed to meet the needs of a wide variety of students, so it can be adapted and used with ESL students.</p>																						
5. Enables students to demonstrate what they know and can do:																						
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available in other languages: Spanish	X																					
other (specify)																						
<p>Reviewer Comments: It is also available in Spanish, so when it is administered in both languages, it assesses total vocabulary.</p>																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
<p>Reviewer Comments: It is easy to use and has very good administration information.</p>																						
7. Provides information that contributes to student learning, either directly to the student, or indirectly through informing the teacher’s feedback, planning and instruction:		X																				
<p>Reviewer Comments: In conjunction with other tests, it can offer good information about student vocabulary, which can inform instructional planning. The new scoring software generates a report with graphics showing standard scores, confidence intervals and percentile ranks.</p>																						

Criteria	3	2	1	N
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
Reviewer Comments: Caution is needed when interpreting and communicating the information because it is not normed for ESL students.				
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:				X
Reviewer Comments: It can be repeated over time to evaluate growth in English vocabulary.				
10. Is relevant to the Alberta context— demographics and cultural diversity of ESL students:			X	
Reviewer Comments: Demographic was more typical of an American English-speaking culture.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:			X	
Reviewer Comments: Some relevance to ELA curriculum.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: Relatively inexpensive and easy to use.				

Resource: Gates–MacGinitie Reading Tests, Canadian 2nd Edition (1992)

Name: Gates–MacGinitie Reading Tests	Publisher: Scarborough, ON: Nelson Education http://www.assess.nelson.com/a-grp.html
Learner Profile: Normed (in Canada) with ESL students included in the general population. Grades 1–12	Age/Grade Cluster: Ages 6–18
Time to Administer: 55 minutes in two sessions: 20 minutes for vocabulary and 35 minutes for reading comprehension	
Intended Purpose: It can be used for placement purposes, monitoring progress over time and research purposes. It is a survey instrument, not a diagnostic test, and does not include the full range of skills that children need to acquire.	
Components: Vocabulary and reading comprehension subtests.	
Assessment Sections: Vocabulary and reading comprehension.	
Overview and Comments: Useful for correlating vocabulary, reading comprehension and academic achievement in English 30. It also correlates well with the Diagnostic Reading Program levels and the SLEP. The tests can now be done online.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:																																					
<p>Reviewer Comments: Gates scores are useful for gaining insights into reading progress, for placing students in appropriate English Language Arts courses, and predicting academic achievement on high-stakes exams.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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viewing and/or representing		X																																			
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intelligence		X																																			
other (specify)																																					
<p>Reviewer Comments: No comments.</p>																																					
3. Appropriate for ESL students (language and culture):		X																																			
<p>Reviewer Comments: Reflects the cultural and linguistic demands of curriculum in Canadian/North American classrooms.</p>																																					

Criteria	3	2	1	N																		
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X																				
Reviewer Comments: Best suited for children who are academically competent and read at a grade equivalent of 4 or better.																						
5. Enables students to demonstrate what they know and can do:																						
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	Yes	No																				
engaging		X																				
multiple formats	X																					
variety of modes of response		X																				
available in other languages (specify)		X																				
other (specify)																						
Reviewer Comments: Useful for many ESL students who want to track their progress over time. Multiple formats allow for smooth tracking over the K–12 years.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
Reviewer Comments: This is easy to administer, mark and interpret.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher’s feedback, planning and instruction:	X																					
Reviewer Comments: No comments.																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student’s education:																						
Reviewer Comments: Generates a variety of scales/scores.																						

Criteria	3	2	1	N
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:				X
Reviewer Comments: No comments.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:	X			
Reviewer Comments: The vocabulary items are taken from well-known word lists and a study of popular reading series. The Gates is normed on Canadian students, including ESL students of all ages.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:			X	
Reviewer Comments: In the Canadian edition, reading comprehension is selected and weighted to reflect curricular demands, shifting from narrative to more expository discourse, and the percentage of inferential level questions increases from 10 per cent to 45 per cent.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: Some schools would think twice about the expense. It costs approximately \$150 for all the materials for one class and one test format.				

Resource: IDEA Proficiency Test (IPT) 2002

Name: IDEA Proficiency Test (IPT) 2002	Publisher: Ballard and Tighe http://www.ballard-tighe.com
Learner Profile: Pre-K–12 ESL students	Age/Grade Cluster: Oral: Pre-K (Ages 3–5), K–6, 7–12 Reading and Writing: K–1, 2–3, 4–6, 7–12
Time to Administer: Oral: 5–25 minutes (individual) Reading: 45–70 minutes (group) Writing: 10–30 minutes (group)	
Intended Purpose: This test is for the assessment of basic ESL skills, as well as identification, placement, redesignation, student progress and program evaluation.	
Components: <ul style="list-style-type: none"> • Kits contain oral, reading and writing tests booklets. • Picture booklets accompany oral assessments and a storyboard for the pre-IPT. • Record sheets and skill sheets are also included in kits. • Technical manuals provide overview information; e.g., test development, review processes and demographic descriptions. • CD–ROM available for data management. 	
Assessment Sections: Each test focuses on the following: <ul style="list-style-type: none"> • oral – syntax, morphological structure, lexical items, phonological structure • reading and writing – vocabulary, vocabulary in context, reading for understanding, reading for life skills, language usage, writing conventions. 	
Overview and Comments: These instruments are designed specifically for assessing language proficiency and are very comprehensive and easy to use. The scores correspond to standard test scores and provide helpful information for developing appropriate instructional programs for the students. The tests are developed as part of a management package and are referenced to other instructional materials. The categories identified in the IPT are: <ul style="list-style-type: none"> • early literacy, which includes pre-beginning or early reading and writing • oral: non, limited and English speaking, Levels A–F • reading and writing: non, limited and competent. 	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:	X																																				
<p>Reviewer Comments: It was built on sound current developmental, learning and language acquisition theories. This assessment tool has been recently updated and normed.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> </tr> </thead> <tbody> <tr> <td>conversational vocabulary</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>academic vocabulary</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>speaking</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>reading</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>writing</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>listening</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>viewing and/or representing</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>adaptive functioning</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>intelligence</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>						Yes	No	conversational vocabulary	X		academic vocabulary	X		speaking	X		reading	X		writing	X		listening	X		viewing and/or representing		X	adaptive functioning		X	intelligence		X	other (specify)		
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adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
<p>Reviewer Comments: No comments.</p>																																					
3. Appropriate for ESL students (language and culture):	X																																				
<p>Reviewer Comments: Designed specifically for this group and widely tested, piloted and normed with ESL students.</p>																																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X																																			
<p>Reviewer Comments: While it is a very comprehensive battery of assessments it may be too much for Students with special education needs or limited formal schooling.</p>																																					

Criteria	3	2	1	N																		
5. Enables students to demonstrate what they know and can do:																						
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available in other languages: Spanish	X																					
other (specify)																						
Reviewer Comments: No comments.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
Reviewer Comments: Directions for the oral exist within the student record book, making it easier to administer and score. Reading (vocabulary and comprehension) is multiple choice, and writing is scored holistically using a four-point rubric.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X																					
Reviewer Comments: Very useful information for programming and instructional decision-making.																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:																						
Reviewer Comments: Good record sheets to assist in communication with other teachers and parents.																						
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:	X																					
Reviewer Comments: Record sheets and alternate forms of the test allow for follow-up assessments. Skill sheets help build and communicate understanding of which competencies the students have acquired or need to acquire.																						

Criteria	3	2	1	N
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:	X			
<p>Reviewer Comments: A very wide range of language and cultural groups were involved in the field-testing and norming during the development and updating of the instruments.</p>				
11. Is relevant and links to the Alberta context—curriculum and programs of study:		X		
<p>Reviewer Comments: It is designed to assess the language proficiency in the United States, not the curriculum, but certainly would be informative and appropriate in our schools, especially English language arts.</p>				
12. Is cost- and time-effective to use in Alberta classrooms:		X		
<p>Reviewer Comments: The reusable nature of the materials could make it costly in a school with large numbers of ESL students. However, because the reading and writing tests can be administered to a group, it is time efficient.</p>				

Resource: Language Proficiency Test Series (LPTS) 1999, 2000

<p>Name: Language Proficiency Test Series (LPTS) 1999, 2000</p>	<p>Publisher: Champaign, IL: MetriTech, Inc. http://www.metritech.com</p>
<p>Learner Profile: K–12 ESL students</p>	<p>Age-Grade Cluster: Listening, Speaking: K–2, 3–5, 6–8, 9–12 Reading, Writing: 3–5, 6–8, 9–12</p>
<p>Time to Administer: Listening: 15 minutes K–2 (individual) 3–5 (group) Speaking: 15 minutes (individual) Reading: 60 minutes (group) Writing: 30 minutes (group)</p>	
<p>Intended Purpose: To provide an accurate gauge of language proficiency of students whose first language is not English. To assess students’ progress over time and to help inform placement decisions and programming.</p>	
<p>Components: Test booklets for listening/speaking, reading and writing for each age/grade cluster; administration and scoring guide; answer sheets, scoring booklets; and posters for K–2.</p>	
<p>Assessment Sections:</p> <ul style="list-style-type: none"> • administration, directions—two forms • listening/speaking, two parts – vocabulary comprehension, language production • reading comprehension, four parts – fiction, nonfiction • writing, three parts – story, opinion, report • scoring directions • conversion tables • proficiency levels, definitions. 	

Overview and Comments:

The LPTS assesses annual growth in English language proficiency. All the materials were developed and reviewed by a number of bilingual educators from a variety of settings and piloted with more than one hundred language groups. The forms are developed around central themes, are graphics intensive and use developmentally appropriate context and language. Test scores are reported for each of these categories reading, writing and listening/speaking.

A unique feature of the LPTS is that the literacy tasks are related to overall themes. The results are placed on a vertical or developmental scale, identical across grade levels. In other words, scores from different grade levels are equivalently scaled, so that the results obtained from one test can be compared to those of a later test, regardless of grade level. This provides a standard measure of the child's performance or progress. Both individual and/or group administration are appropriate and allow for use in placement and evaluation. Alternate forms allow for follow-up assessments within a grade level.

Scoring of the oral assessment is holistic with six-point rubrics, reading is multiple choice and writing is analytic with six-point rubrics.

The proficiency levels vary. Oral has levels I and II; reading and writing has levels I–IV.

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:	X			

Reviewer Comments:

Extensive research and field-testing has been done, taking into consideration a number of aspects, including child development and readiness, bilingualism and assessment of immigrant children. Over one hundred language groups were involved in piloting this tool.

Criteria	3	2	1	N																																	
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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intelligence		X																																			
other (specify)																																					
3. Appropriate for ESL students (language and culture):	X																																				
Reviewer Comments: Very appropriate, but there can be language and cultural differences that need to be considered.																																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:	X																																				
Reviewer Comments: The various levels and forms make these very adaptable to a wide range of students, although not sure about really high academic learners.																																					
5. Enables students to demonstrate what they know and can do:																																					
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other (specify)																																					
Reviewer Comments: No comments.																																					
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																																				
Reviewer Comments: Clear instructions in manual for use, scoring and interpretation.																																					

Criteria	3	2	1	N
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X			
Reviewer Comments: Very comprehensive and informative.				
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
Reviewer Comments: Understandable and comprehensive information that could easily be shared with others. Useful information that could be very informative for placement and instruction.				
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:	X			
Reviewer Comments: Retests and CD-ROMs for data management add to the usefulness.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
Reviewer Comments: The material is designed for a wide range of ESL students. Nonetheless, consideration for cultural differences are required. The content reflects mainstream American classrooms, but every effort appears to have been made to consider diversity.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:		X		
Reviewer Comments: The content reflects mainstream American classrooms and does fit in numerous ways. The assessments are more focused on vocabulary and comprehension within the four language strands and not on curriculum.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: Depending on the number of students in the school, it would be likely worthwhile to purchase these kits. Because the instrument allows for both a shorter and longer assessment in all areas of the English language, it appears to be a very useful tool.				

Resource: LaRue Reading Skills Assessment for Preliterate Students

Name: The LaRue Reading Skills Assessment for Preliterate Students	Publisher: Roseville, MN: Minnesota Department of Education http://www.mcedservices.com/ESL/Littest.html
Target Group: ESL students with very limited English literacy skills and limited first-language skills	Age/Grade Cluster: Grade 1–12 students with limited literacy
Time to Administer: Not listed and not trialed	
Intended Purpose: To test preliterate students who cannot read or write in any language. It demonstrates the literacy skills and knowledge of the preliterate students.	
Components: One page of instructions; four pages of testing prompts(24 questions), a one-page scoring guide, and a one-page scoring page to be used by the teacher administrating the test.	
Assessment Sections: Letter recognition and knowledge of alphabetical order; number recognition and knowledge of numerical order; knowledge of sounds and basic sight words; ability to write letters, dates, simple words and sentence dictation.	
Overview and Comments: This is an easy-to-administer test for basic literacy; highly recommended for the identified target group.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:		X																																			
<p>Reviewer Comments: The basic information to assist in determining programming and placement is evident in this assessment.</p>																																					
2. Addresses one or more of the language arts or experiences critical for preliterate ESL students only:																																					
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intelligence		X																																			
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<p>Reviewer Comments: <i>For preliterate students only:</i> This test combines an oral interview along with very basic skills; e.g., pre-primer, reading and writing skills. It tests student knowledge of sounds, phonics and literacy skills.</p>																																					
3. Appropriate for ESL students (language and culture):	X																																				
<p>Reviewer Comments: This test is designed specifically for students with limited or no formal schooling in English or their first language. It provides the teacher with a starting point for instruction and learning.</p>																																					

Criteria	3	2	1	N																		
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:			X																			
Reviewer Comments: It is designed for students of all ages, with limited or no formal schooling.																						
5. Enables students to demonstrate what they know and can do:																						
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Reviewer Comments: Students are asked to simply point or provide simple oral responses. Students are also asked to provide simple written responses.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
Reviewer Comments: It is very simple.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:		X																				
Reviewer Comments: Testing pre literate students is always challenging, and this assessment provides the teacher with a starting point. The score achieved indicates whether or not a student could respond to a higher level proficiency exam; e.g., Woodcock–Munoz.																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:																						
Reviewer Comments: Yes, results are understandable.																						

Criteria	3	2	1	N
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:				X
Reviewer Comments: This test is not designed that way.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:			X	
Reviewer Comments: It is relevant to students with limited or no formal schooling.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:				X
Reviewer Comments: This exam could be recommended to teachers who are trying to establish starting points for students with limited or no formal schooling in both English and their first language.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: Any teacher can administer this exam. Some sections of the exam could be administered in a small group but, due to the nature of preliterate students, it is recommended that this short exam be administered individually.				

Resource: Lexical Tutor

Name: Lexical Tutor	Publisher: Montreal, QC: Tom Cobb's http://www.lextutor.ca/
Learner Profile: Varied and flexible	Age/Grade Cluster: Grade 6+
Time to Administer: Variable	
Intended Purpose: This is a good research and testing tool. It works well for self-assessment and has various applications for teachers to use in profiling students' written or oral production, measuring five levels of language. It is also used for diagnostic information, establishing baseline information, tracking for growth over time and helping learners set their own learning goals.	
Components: Multiple tools for students and for teachers for profiling written or oral transcribed production. The vocabulary profiler tool does a "type"; e.g., how many different words; e.g., how words in total count, and "levels"; e.g., the words by four levels. This tool has many different uses. It includes a less useful cloze-maker tool, very useful vocabulary levels tests, great links to current research on vocabulary development and an electronic book box in dozens of languages.	
Assessment Sections: Vocabulary tests (five levels) assess students' oral transcribed and written production.	
Overview and Comments: This is a Web site for teachers and students. The vocabulary corpus used to build this site is based on adult reading materials. The vocabulary frequency lists and levels are therefore less relevant to children in K–6.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:		X																																			
<p>Reviewer Comments: This tool focuses on vocabulary development, but there are other variables that predict reading success, such as phonemic awareness, orthographic knowledge and phonics.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> </tr> </thead> <tbody> <tr> <td>conversational vocabulary</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>academic vocabulary</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>speaking</td> <td></td> <td></td> </tr> <tr> <td>reading</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>writing</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>listening</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>viewing and/or representing</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>adaptive functioning</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>intelligence</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>						Yes	No	conversational vocabulary	X		academic vocabulary	X		speaking			reading	X		writing	X		listening		X	viewing and/or representing		X	adaptive functioning		X	intelligence		X	other (specify)		
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other (specify)																																					
<p>Reviewer Comments: No comments.</p>																																					
3. Appropriate for ESL students (language and culture):	X																																				
<p>Reviewer Comments: It is most useful for grades 6 to 12, but is also useful for younger learners' language output.</p>																																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X																																			
<p>Reviewer Comments: In time, the lexical tutor will be a more diversified tool. See Cobb's Web site for a vocabulary profiler for K-12.</p>																																					

Criteria	3	2	1	N																		
<p>5. Enables students to demonstrate what they know and can do:</p> <table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>engaging</td> <td>X</td> <td></td> </tr> <tr> <td>multiple formats</td> <td>X</td> <td></td> </tr> <tr> <td>variety of modes of response</td> <td>X</td> <td></td> </tr> <tr> <td>available in other languages: French</td> <td></td> <td>X</td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	engaging	X		multiple formats	X		variety of modes of response	X		available in other languages: French		X	other (specify)						
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multiple formats	X																					
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available in other languages: French		X																				
other (specify)																						
<p>Reviewer Comments: There are a variety of response modes, including multiple choice for the vocabulary levels test, or pasting student-generated oral or written text into the vocabulary profiler tool. The site offers a French version. The cloze maker promotes contextual strategy development in the classroom, or could be used as a testing tool. The vocabulary levels tests seem to invite a high level of student and teacher interest, since there is immediate feedback on the score.</p>																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
<p>Reviewer Comments: Anyone can use this site, including students, parents, teachers and researchers. The tool most used would likely be the vocabulary profiler.</p>																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X																					
<p>Reviewer Comments: The levelling and proportions that are generated really help students and teachers understand language production.</p>																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:																						
<p>Reviewer Comments: The profile of output is easy to understand and to use as a basis for making goals for things such as improvement and tracking progress.</p>																						

Criteria	3	2	1	N
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:	X			
<p>Reviewer Comments: Users can return to this site as often as they like, input another language sample, profile it and record the data. This tool should not be used alone. It could be used as part of broad-based approach to assessment.</p>				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:	X			
<p>Reviewer Comments: It is relevant, but not recommended for use in isolation.</p>				
11. Is relevant and links to the Alberta context—curriculum and programs of study:	X			
<p>Reviewer Comments: Yes, it is relevant and links to the Alberta context.</p>				
12. Is cost- and time-effective to use in Alberta classrooms:				
<p>Reviewer Comments: There is no cost, and students can use the site independently. There are time implications; e.g., inputting transcribed narrative data and inputting students' writing samples.</p>				

Resource: MAC II Test of English Language Proficiency

<p>Name: MAC II Test of English Language Proficiency</p>	<p>Publisher: Brewster, NY: Touchstone Applied Science Associates (TASA) Questar Assessment, Inc. http://www.questarai.com</p>
<p>Learner Profile: K–12 ESL students</p>	<p>Age/Grade Cluster: K–1, 2–3, 4–5, 6–8, 9–12</p>
<p>Time to Administer: 10-minute screen Times vary by strand and age Speaking: 4–6 minutes Listening: 6–30 minutes Reading: 10–50 minutes Writing: 5–45 minutes Administration is individual and/or group in some cases (listening, reading, writing)</p>	
<p>Intended Purpose: The MAC II is a comprehensive assessment of English language proficiency in listening, speaking, reading and writing, and it is appropriate for K–12 students who are non-native speakers of English. It assesses the students’ ability to speak English and to use English academically in content areas (CALP). It can help with identification, placement, instructional programming and planning, review and exiting decisions. The scores can be converted to proficiency levels.</p>	
<p>Components: Administration manuals; test booklets, writing forms and answer sheets; reusable picture booklets; student record forms; handbook.</p>	
<p>Assessment Sections:</p> <ul style="list-style-type: none"> • The screen is used to determine whether or not a new student knows enough English to warrant the MAC II. • Five colour-coded levels: red (K–1), blue (2–3), orange (4–5), ivory (6–8), tan (9–12). • Four test sections: listening, speaking, reading, writing (at each level). • General administration guidelines. • Scoring the test. • Cut points and English competency levels. 	

Overview and Comments:

The MAC II is a popular and easy to use comprehensive assessment tool that is broken into five age/grade clusters. It includes four separate tests for speaking, listening, reading and writing.

Tests at the red level (K–1) and all speaking tests at all levels are done individually. All other tests may be administered to groups. The scoring can be done by hand or machine. Scores can be converted to standard scores, English competency levels, stanines, percentile ranks and degree of reading power scores.

These scores can help to make program placement decisions, monitor student progress, design instruction, and make program exit decisions. The five English competency levels are a holistic estimate of the students' proficiency in each language strand:

- basic beginner—non
- beginner—limited
- low intermediate
- high intermediate
- advanced.

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:	X																																				
<p>Reviewer Comments: Extensive research and field testing has been done. A United States national norming study preceded the publication of this assessment for ESL students.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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<p>Reviewer Comments: No comments.</p>																																					
3. Appropriate for ESL students (language and culture):	X																																				
<p>Reviewer Comments: Participants in the United States norming study represented 26 districts, in 19 states, and 35 primary languages. This test is very appropriate for ESL students, but there will still be language and cultural differences that need to be considered and interpreted with caution.</p>																																					

Criteria	3	2	1	N																		
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X																				
<p>Reviewer Comments: The various levels and forms should make these adaptable to a wide range of students. It would be worthwhile to try a lower level for students with limited formal schooling or some special education concerns. The user may choose to administer only some of the individual tests for specific information. The screening tests also identify when new students are not yet ready for complete language assessment.</p>																						
5. Enables students to demonstrate what they know and can do:																						
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<p>Reviewer Comments: No comments.</p>																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
<p>Reviewer Comments: Very clear instructions in manual for use and interpretation. No special training is needed. Most sections can be given to groups, and only at some levels is individual administration required.</p>																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X																					
<p>Reviewer Comments: Very comprehensive and informative, reliable and valid in an American context. The information provided would be very helpful to classroom teachers to help them plan for the students.</p>																						

Criteria	3	2	1	N
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
<p>Reviewer Comments: Understandable and comprehensive information that could easily be shared with others. Useful information that could be very helpful for placement and instruction. The correlations provide additional information that could be helpful in understanding more about the students.</p>				
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:	X			
<p>Reviewer Comments: Good student record forms and alternative forms available at each level allow for retesting and comparison.</p>				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:	X			
<p>Reviewer Comments: It was normed on a very diverse group, with over 36 language/cultural groups in the United States. While there are some American references, most of the test would be appropriate for our demographic.</p>				
11. Is relevant and links to the Alberta context—curriculum and programs of study:	X			
<p>Reviewer Comments: The questions are designed to focus on content language use and connect generally to programs of study. While some examples are not a good match for our curriculum, it appears to be a better fit than some others.</p>				
12. Is cost- and time-effective to use in Alberta classrooms:				
<p>Reviewer Comments: The MAC II seems to be very cost- and time-effective, and would be a good tool to consider in a school with medium to large numbers of ESL students.</p>				

Resource: MacArthur–Bates Communicative Development Inventory (CDI)

Name: MacArthur–Bates Communicative Development Inventory (CDI) (2003)	Publisher: Larry Fenson San Diego State University, Department of Psychology. http://www.brookespublishing.com
Learner Profile: Youngsters to age 3	Age/Grade Cluster:
Time to Administer:	
Intended Purpose: A checklist for parents, teachers or researchers to get a sense of a child’s level of early vocabulary acquisition.	
Components: Checklists, Form A and B and norm tables for boys and girls.	
Assessment Sections:	
Overview and Comments: This is a useful tool for getting a sense of the early stages of vocabulary acquisition for young learners.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:	X			
Reviewer Comments: This offers “child friendly” approach to assessing children’s vocabulary levels. It is done through observing and recording the child’s language use in natural everyday contexts.				

Criteria	3	2	1	N																																	
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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intelligence		X																																			
other (specify)																																					
Reviewer Comments: No comments.																																					
3. Appropriate for ESL students (language and culture):	X																																				
Reviewer Comments: This tool is appropriate for young children learning either their first or second language. It is a good monitoring tool that gives a general indication of what level a child is at.																																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:	X																																				
Reviewer Comments: Can be adapted/used with young learners of different profiles to determine vocabulary levels.																																					
5. Enables students to demonstrate what they know and can do:																																					
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Reviewer Comments: This is naturalistic approach that uses “kid watching” and recording in authentic contexts as a way of getting at vocabulary levels. The CDI is available in a variety of languages.																																					

Criteria	3	2	1	N
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X			
Reviewer Comments: It is very easy to administer.				
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X			
Reviewer Comments: Contributes to understanding what a level a child is at.				
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
Reviewer Comments: Anyone can make sense of this data. This checklist has been used in a variety of different research studies and is becoming well-recognized.				
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:		X		
Reviewer Comments: User can revisit the checklist or just keep an ongoing record, week to week or month to month, of, what is happening.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
Reviewer Comments: The CDI was developed for use in England, so some of the culturally specific items would have to be changed or adapted. The same would be true of the other versions since learning a first language in a minority context is different than learning it in the context of the culture in which that language lives.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:				X
12. Is cost- and time-effective to use in Alberta classrooms:	X			
Reviewer Comments: It is free and readily available.				

Resource: Peabody Picture Vocabulary Test, 3rd Edition (1997)

<p>Name: Peabody Picture Vocabulary Test, 3rd Edition (1997)</p>	<p>Publisher: Circle Pins, MN: American Guidance Service http://ags.pearsonassessments.com/group.asp?nGroupInfoID=A12010</p>
<p>Learner Profile: Designed for mainstream students, but can be used cautiously with ESL</p>	<p>Age/grade Cluster: K–12</p>
<p>Time to Administer: 11–12 minutes (individual)</p>	
<p>Intended Purpose: In combination with other assessments, the Peabody can provide information about the student’s acquisition rate of English vocabulary and knowledge of mainstream culture. It helps to measure receptive vocabulary and could be used every six to 12 months using alternative forms.</p> <p>It is not a test of verbal ability, unless English is the language used in the home.</p>	
<p>Components: Test kit contains examiner’s manual, performance records, norms booklet and picture plate. CD–ROM kits are also available.</p>	
<p>Assessment Sections: General testing guidelines, administering the test and calculating the raw scores, norms and their reliability, and practice scoring exercises.</p>	
<p>Overview and Comments: Standardized sample includes a wide range of groups (2725) in the United States, such as African–American, Hispanic, white, learning disabled, speech impaired, gifted and talented. It did not include those with limited proficiency in English. It presents only mainstream culture concepts.</p> <p>There are a number of strengths to this assessment tool, but there is also a danger of over-generalizing from this short screen, which only measures hearing vocabulary. It does not look at the other aspects of the complex linguistic and cognitive domains.</p>	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:			X	
Reviewer Comments: While normed on a diverse population, it reflects mainstream culture.				
2. Addresses one or more of the language arts or experiences critical for ESL students:				
	Yes	No		
conversational vocabulary	X			
academic vocabulary	X			
speaking		X		
reading		X		
writing		X		
listening	X			
viewing and/or representing		X		
adaptive functioning		X		
intelligence		X		
other (specify)				
Reviewer Comments: No comments.				
3. Appropriate for ESL students (language and culture):		X		
Reviewer Comments: Assesses receptive vocabulary related to a wide variety of aspects of mainstream culture. While limited in scope, it is a good tool to assess understanding of English and mainstream culture.				
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:			X	
Reviewer Comments: The tool was field tested and normed on a wide variety and number of groups that did not include ESL.				

Criteria	3	2	1	N
5. Enables students to demonstrate what they know and can do:				
	Yes	No		
engaging	X			
multiple formats	X			
variety of modes of response		X		
available in other languages (specify)		X		
other (specify)				
<p>Reviewer Comments: The test includes clear black and white drawings that represent a wide variety of aspects of mainstream culture. No oral or written responses are required. Two parallel forms are provided for pre-and post-testing.</p>				
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:				
	X			
<p>Reviewer Comments: Includes detailed procedure for administering the test, practice scoring exercises, table of correlations between PPVT-R scores, intelligence tests and vocabulary tests. However, the examiner must understand the strengths and limitations of the different types of standardized scores and the meaning of errors of measurement.</p>				
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:				
		X		
<p>Reviewer Comments: Useful information and correlations, if used cautiously.</p>				
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
<p>Reviewer Comments: If used in combination with other assessments, the data can be understandable and informative. Can be correlated with other tests for added information and usefulness.</p>				
9. Includes components that allow for tracking student performance over time relative to stated proficiency standards:				
		X		
<p>Reviewer Comments: If the student is reassessed every 6 to 12 months using alternate forms of the test, scores will suggest a student's acquisition rate of English vocabulary and knowledge of mainstream culture over time.</p>				

Criteria	3	2	1	N
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:			X	
Reviewer Comments: While ongoing revisions have tried to adjust for bias, it was not designed for students whose first language is not English.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:			X	
Reviewer Comments: There are some connections to English language arts curriculum.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: It is easy to use and relatively affordable.				

Resource: PM Benchmarks Kits 1 and 2

Name: PM Benchmarks Kits 1 and 2	Publisher: Victoria, AH: Thomson Learning Australia (available from Nelson Canada) http://www.assess.nelson.com/ag-reps.html
Learner Profile: All students	Age/Grade Cluster: K-6
Time to Administer: Up to one hour per student	
Intended Purpose: To identify a student's instructional reading level, and to provide insight into the student's understanding of visual, syntactical and structural cueing systems. Provides diagnostic and baseline information.	
Components: A teacher's guide, 30 levelled fiction and nonfiction texts, reading record sheets and record forms.	
Assessment Sections: Running record of student's oral reading and comprehension questions to be asked orally by the teacher.	
Overview and Comments: This is an individually administered classroom assessment resource. Having access to many texts provides teachers with flexibility to choose passages most suitable for students in terms of reading level and appropriate content. During the administration of a test level, the teacher discovers valuable information about a student's strengths and needs.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:		X																																			
Reviewer Comments: Presents words in context, resulting in authentic and meaningful reading situations.																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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Reviewer Comments: Addresses narrative and nonfiction topics and styles, but not academic language.																																					
3. Appropriate for ESL students (language and culture):		X																																			
Reviewer Comments: Some content will be culturally unfamiliar, but the teacher can select the most culturally appropriate texts to use at each instructional level.																																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X																																			
Reviewer Comments: As with Marie Clay strategies, teachers can use this material to observe basic familiarity with books and printed text for those students not able to read any English print materials.																																					

Criteria	3	2	1	N																		
<p>5. Enables students to demonstrate what they know and can do:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> </tr> </thead> <tbody> <tr> <td>engaging</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>multiple formats</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>variety of modes of response</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>available in other languages (specify)</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	engaging	X		multiple formats	X		variety of modes of response	X		available in other languages (specify)	X		other (specify)						
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engaging	X																					
multiple formats	X																					
variety of modes of response	X																					
available in other languages (specify)	X																					
other (specify)																						
<p>Reviewer Comments: Uses an authentic reading format (in order words, it is book-like). A parallel instrument has been published in French, the GB⁺. A parallel instrument has been published in English for the same target group by Scholastic. A parallel instrument has been published in English for older students (CASI: grades 4–8) by Nelson.</p>																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:		X																				
<p>Reviewer Comments: Teachers will find it easier to implement if an information session is provided.</p>																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher’s feedback, planning and instruction:	X																					
<p>Reviewer Comments: Very strong in this regard. Through the running record miscue process, the teacher learns immediately about the student’s strengths and weaknesses in reading.</p>																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student’s education:																						
<p>Reviewer Comments: Very compatible with classroom programming and provides specific, concrete information that the teacher can both show and explain to others.</p>																						

Criteria	3	2	1	N
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:	X			
Reviewer Comments: Levels of texts can be tracked and applied to other instructional materials used in elementary classrooms; e.g., balanced literacy, publisher series.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
Reviewer Comments: Some texts are relevant.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:	X			
Reviewer Comments: Strong relevance to curriculum in Alberta.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: The cost is very reasonable because the materials can be used by all the teachers in a school and can continue to be re-used year after year. The time to administer is a challenge, because the teacher has to arrange for the one-on-one administration time.				

**Resource: Pre-LAS 2000; and LAS (Language Assessment Scale) I and II (1990),
Three Kits: Pre-LAS (Pre-K–K), LAS/O–I (Grades 1–6), LAS/O–II (Grades 7–12)**

<p>Name: Pre-LAS 2000 and LAS</p>	<p>Publisher: Monterey, CA: CTB McGraw–Hill http://www.ctb.com</p>
<p>Learner Profile: pre-K–9 + both second language learners of English and early first language learners of English</p>	<p>Age/Grade Cluster: pre-K–K; 1–6, 7–9+ Reading and writing are subdivided in LAS/O–I and II: 1 (grades 2–3), 2 (grades 4–6), 3 (grades 7–9+)</p>
<p>Time to Administer: Pre-LAS Oral: 15–20 minutes (individual) LAS Oral: 15-20 minutes (individual), Reading: 60 minutes (group) Writing: 30 minutes (group)</p>	
<p>Intended Purpose: The Pre-LAS 2000 proficiency assessment assesses oral language and pre-literacy skills to assist with the identification and placement of ESL students. The LAS is used to determine a student’s level of language proficiency (e.g., oral, reading, writing) compared to a fluent speaker. It assists with identification, placement and assessing progress in English language proficiency. Retesting forms are designed to follow up and determine redesignation.</p>	
<p>Components:</p> <ul style="list-style-type: none"> • Pre-LAS 2000 Test Kit: Contains an oral language component and a pre-literacy, component including picture cue book, game board, audiocassettes, manual, and record sheets. • LAS I and II Kit: contains oral components (individually administered) and reading and writing components (group administered), including picture cue book, audiocassettes, manual, and record sheets. <p>Supplemental CD–ROMs are available for data management.</p>	
<p>Assessment Sections: Preparation; administration; holistic scoring; test results (calculation and interpretation); and appendices (background, research, training, summary sheets, weightings).</p>	

Overview and Comments:

The Pre-LAS and LAS assessment measure various aspects of receptive and expressive language. They are comprehensive in nature and allow for a quick, short assessment of listening and speaking (i.e., vocabulary, pronunciation, listening comprehension, oral production, letter and number recognition, sight words) as well as longer forms, which assess reading and writing (i.e., vocabulary, mechanics, usage, fluency, reading for information, sentences and essay).

Follow-up retests are available at all levels to assess student progress over time. For grades 2–9, there is an optional observation form.

Oral tests are done individually, but reading and writing tests can be administered to groups. The scoring is done using rubrics and multiple choice.

Language Proficiency categories referenced are:

Oral

- Level 1: Non-English speaking
- Levels 2–3: Limited English speaking
- Levels 4-5: Fluent

Reading and Writing

- Level 1: Non-English speaking
- Level 2: Limited English speaking
- Level 3: Competent

The scoring and interpretation of the results are based on a convergent approach of combining discrete right–wrong subtest scores and holistic subtest scores.

In a number of sites in the United States and some in Canada, the Pre-LAS and LAS are recommended for use with all ESL students. Training sessions and videos are offered to help teachers. The manual and directions are easy to understand and use. Scoring may require more support and training.

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience, and research with respect to assessment, particularly ESL:	X																																				
<p>Reviewer Comments: Extensive research and field testing has been done, considering a number of aspects such as child development and readiness, bilingualism and assessment of immigrant children.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
<p>Reviewer Comments: No comments.</p>																																					
3. Appropriate for ESL students (language and culture):	X																																				
<p>Reviewer Comments: Very appropriate, but there can be language and cultural differences that need to be considered.</p>																																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:	X																																				
<p>Reviewer Comments: The various levels and forms make these very adaptable to a wide range of students, although not sure about really high academic learners.</p>																																					

Criteria	3	2	1	N																		
5. Enables students to demonstrate what they know and can do:																						
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available in other languages: Spanish	X																					
other (specify)																						
Reviewer Comments: No comments.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
Reviewer Comments: Very clear instructions in manual for use and interpretation. Use of picture cues and audiocassettes adds to ease of use. Appropriate and inappropriate responses provided. Training videos are available. Training is recommended for the holistic scoring component.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X																					
Reviewer Comments: Very comprehensive and informative.																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:																						
Reviewer Comments: Understandable and comprehensive information that could easily be shared with others. Useful information that could be very informative for placement and instruction.																						
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:	X																					
Reviewer Comments: Retests and CD-ROMs for data management add to the usefulness.																						

Criteria	3	2	1	N
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
Reviewer Comments: No comments.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:		X		
Reviewer Comments: No comments.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: Depending on the number of students in the school, it would likely be worthwhile to purchase these kits. Because the instrument allows for both a shorter and longer assessment in all areas of English language, it appears to be a very useful tool.				

**Resource: Receptive One-word Picture Vocabulary Test:
ROWPVT 2000 Edition**

<p>Name: Receptive One-word Picture Vocabulary Test: ROWPV 2000 Edition, by Rick Brownell</p>	<p>Publisher: Los Angeles, CA: Psychological Services http://wpspublish.com</p>
<p>Learner Profile: Preschool to adult</p>	<p>Age/Grade Cluster: K–12</p>
<p>Time to Administer: 15–20 minutes (individual)</p>	
<p>Intended Purpose: To be used as a measure of the examinee’s receptive vocabulary.</p> <ul style="list-style-type: none"> • Should not be used as a test of verbal ability unless English is the language of the examinee’s home. • The scores will suggest the student’s acquisition rate of English vocabulary and knowledge of mainstream culture. • Use as part of a test battery. • Can administer every six months, alternating Forms IIIA and IIIB to students learning English as a second or additional language. 	
<p>Components: Manual (includes detailed administration instructions, development) and procedures, national norms, test plates with full-colour illustrations, and record forms with clear directions and prompts.</p>	
<p>Assessment Sections: General testing guidelines, administering the test and calculating the raw scores, norms and their reliability and practice scoring exercises.</p>	
<p>Overview and Comments: Strengths:</p> <ul style="list-style-type: none"> • Detailed procedure for administering the test. • Practice scoring exercises. • Test validity information. • Table of correlations between PPVT-R scores and intelligence tests scores and vocabulary tests. • Raw score conversion tables. • Test reliability information. • Pictures in picture plates capture a wide variety of aspects of mainstream culture. • Two parallel forms for pre-test/post-testing. 	

- Untimed administration.
- No oral or written responses required.
- Clear black and white line drawings.

Weaknesses:

- Only mainstream western culture concepts and norm group.
- Danger of over-generalizing from this short screen that measures only hearing vocabulary, which is only one aspect of the complex linguistic and cognitive domains.
- The examiner, when explaining and interpreting the scores, must know the strengths and limitations of the different types of standardized scores and understand the meaning of errors of measurement.

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:			X	
Reviewer Comments: While it is a good listening/hearing assessment, the standardized samples did not include ESL speakers.				
2. Addresses one or more of the language arts or experiences critical for ESL students:				
	Yes	No		
conversational vocabulary		X		
academic vocabulary		X		
speaking		X		
reading		X		
writing		X		
listening	X			
viewing and/or representing		X		
adaptive functioning		X		
intelligence		X		
other (specify)				
Reviewer Comments: No comments.				

Criteria	3	2	1	N																		
3. Appropriate for ESL students (language and culture):			X																			
Reviewer Comments: While it can be useful to assess listening, it has not been normed for second-language learners and needs to be interpreted with caution and attention to cultural differences.																						
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X																				
Reviewer Comments: Is designed to meet the needs of a wide variety of students, so it can be adapted and used with ESL students.																						
5. Enables students to demonstrate what they know and can do:																						
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engaging	X																					
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available in other languages: Spanish	X																					
other (specify)																						
Reviewer Comments: It is also available in Spanish. When administered in both languages, it assesses total vocabulary.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
Reviewer Comments: Easy to use. Has very good administration information.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:		X																				
Reviewer Comments: In conjunction with other tests, it can offer good information about listening vocabulary, which can be used for instructional planning. The new scoring software generates a report with graphics showing standard scores, confidence intervals and percentile ranks.																						

Criteria	3	2	1	N
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
Reviewer Comments: Caution is needed when interpreting and communicating the information to recognize that it is not normed for ESL students. Correlates with other assessments, allowing for greater information sharing.				
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:			X	
Reviewer Comments: Can be repeated every six months, using alternating forms to show language growth over time.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:			X	
Reviewer Comments: Demographic more typical of an American English speaking culture.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:			X	
Reviewer Comments: Some relevance to English Language Arts curriculum.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: Relatively inexpensive and easy to use.				

Resource: Rigby ELL Assessment Kit

Name: Rigby ELL Assessment Kit	Publisher: Orlando, FL: Harcourt Achieve Inc. http://.harcourtachieve.com Might be available at Nelson Education, Canada
Learner Profile: K–5 ELL students	Age/Grade Cluster: K–5
Time to Administer: 30 + minutes (individual)	
Intended Purpose: To evaluate four domains (listening, speaking, reading, and writing) and identify students' language stages and literacy levels in order to assess their English language proficiency in the four content areas of English language arts, science, mathematics and social studies.	
Components: <ul style="list-style-type: none"> • Teacher's manual. • Student assessment books and cards: thematically related fiction and nonfiction texts, listening and speaking mat with interactive charts and a writing model to assess students. • Administration guide with blackline masters. • Portfolio of student progress; tracking of student growth over time. • Data management tool: documentation of students' progress. 	
Assessment Sections: Listening/speaking: interactive material and cards related to theme books. Reading/writing: fiction and nonfiction selections with graphic organizers and writing prompts.	
Overview and Comments: This is an example of an assessment that correlates reading assessment and English language proficiency standards in both English language arts and content areas. Training would be required for teachers unfamiliar with this type of reading assessment.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to ESL assessment:	X																																				
Reviewer Comments: The levels used in this assessment align with TESOL standards, SELP/CELDT/LAS/IPT.																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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viewing and/or representing	X																																				
adaptive functioning																																					
intelligence																																					
other (specify)																																					
Reviewer Comments: Each student book selection focuses on a different standard based on the content areas of science, social studies, mathematics and language arts.																																					
3. Appropriate for ESL students (language and culture):		X																																			
Reviewer Comments: For targeted area of K–5. However, this is limited and could only be used in an elementary setting or with students with limited formal schooling. The content books make it appropriate for older students with limited literacy.																																					
4. Can be adapted to the full range of ESL students, e.g., special needs, no formal schooling:	X																																				
Reviewer Comments: Listening and speaking mats and cards are also appropriate for students with limited formal schooling.																																					

Criteria	3	2	1	N																		
<p>5. Enables students to demonstrate what they know and can do:</p> <table border="1" data-bbox="240 302 846 569"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>engaging</td> <td>X</td> <td></td> </tr> <tr> <td>multiple formats</td> <td>X</td> <td></td> </tr> <tr> <td>variety of modes of response</td> <td>X</td> <td></td> </tr> <tr> <td>available in other languages (specify)</td> <td></td> <td>X</td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	engaging	X		multiple formats	X		variety of modes of response	X		available in other languages (specify)		X	other (specify)						
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engaging	X																					
multiple formats	X																					
variety of modes of response	X																					
available in other languages (specify)		X																				
other (specify)																						
<p>Reviewer Comments: Assessments reflect a full range of language learners. Students lacking writing skills have alternative ways to express knowledge and understanding through visual representation.</p>																						
<p>6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:</p>	X																					
<p>Reviewer Comments: Minimal formal training would be required, especially for teachers not familiar with this type of benchmarking assessment. Teachers with training in DRA, PM Benchmarks, reading recovery, or other similar reading assessments would have little difficulty administering and interpreting results.</p>																						
<p>7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:</p>	X																					
<p>Reviewer Comments: Both teacher and student tracking records/portfolio are designed to inform instruction and improve student achievement.</p> <p>The manual provides a section that includes instructional guidance, so the teachers can help their students move to the next language proficiency stage and toward on-grade-level reading and writing proficiency.</p>																						
<p>8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:</p>																						
<p>Reviewer Comments: This is the strength of this assessment.</p>																						

Criteria	3	2	1	N
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:	X			
Reviewer Comments: Teachers can track students' progress with the portfolio of student progress and the data management tool.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:	X			
Reviewer Comments: Teachers can track students' progress with the portfolio of student progress and the data management tool.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:			X	
Reviewer Comments: Poor rating because Alberta does use TESOL standards. Some districts in the province may have developed benchmarks that are similar to these, but there is no standard and this resource does not specifically support or align with any Alberta curriculum or programs of study.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: For districts already mandating a similar type of classroom assessment (e.g., DRA 2, PM Benchmarks), this would not be any more cost-or time-demanding than those assessments already in place. However, for districts not using individualized assessment tools in elementary schools, this would be a challenge and may not be considered cost- or time-effective.				

Resource: SLEP—Secondary Level English Proficiency

Name: SLEP Secondary Level English Proficiency	Publisher: Princeton, NJ: ETS Educational Testing Service Canada Inc. http://www.etscanada.ca or http://www.ets.org
Learner Profile: Grades 7–12 students whose native language is not English	Age/Grade Cluster: Grades 7–12
Time to Administer: Listening proficiency: 45 minutes (group) Reading comprehension: 45 minutes (group)	
Intended Purpose: A test designed to measure English language proficiency in two primary areas, understanding spoken and written English. The results of the test can be helpful in evaluating English proficiency, making placement decisions, making instructional decisions and evaluating ESL teaching programs.	
Components: Test manual, test booklet, test form (record sheet — two-ply bubble type) and audiocassette.	
Assessment Sections: Listening proficiency and reading comprehension.	

Overview and Comments:

SLEP is a norm-referenced test with 150 multiple-choice questions.

Strengths:

- Easy to administer.
- Easy to score with, either using duplicate forms or creation of a scantron (electronic scoring card).
- During field testing, most ESL students finished the reading comprehension within the allotted time frame.
- Pictures and spoken text are relevant to school contexts. Reflects mainstream American culture, which may be difficult for newcomers.
- Comparing the listening test score and reading comprehension scores provides insight into students' oral versus literacy proficiency. Often there is a higher score in the listening test for Canadian-born students. It helps to illustrate how Basic Interpersonal Communication Skills (BICS) can mask Cognitive Academic Language Proficiency (CALP) and how students may sound good, but may not have the academic proficiency required for success.

Weaknesses:

- “Speech bubbles” in the first section of reading are confusing for students, because they often need support on “how to do it.”
- The listening script is mostly routine and daily conversation (BICS). There is not enough selection of academic scenarios to determine the CALP level of students listening.
- The fact that the test is norm-referenced makes it easy to compare a cohort amongst themselves, but difficult to make a comparison to age and grade equivalents. If schools used the test often enough, they could develop their own norm references to grades.

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:	X																																				
<p>Reviewer Comments: Although the SLEP was developed several years ago, a review of its relevance and uses with ESL students was done in 1996. At that time, educators rated it quite useful and relevant. It does reflect current thinking with regard to this target group.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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	Yes	No																																			
conversational vocabulary	X																																				
academic vocabulary	X																																				
speaking																																					
reading	X																																				
writing		X																																			
listening	X																																				
viewing and/or representing		X																																			
adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
<p>Reviewer Comments: Primarily assesses listening and reading comprehension.</p>																																					
3. Appropriate for ESL students (language and culture):	X																																				
<p>Reviewer Comments: While some questions reflect mainstream culture, it is designed for ESL students and is therefore more appropriate than many others. The maps/driving section is not useful.</p>																																					

Criteria	3	2	1	N																		
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X																				
Reviewer Comments: Designed more for classroom-based ESL students within grades 7–12. It can be adapted to slightly older or slightly younger students.																						
5. Enables students to demonstrate what they know and can do:																						
<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>engaging</td> <td>X</td> <td></td> </tr> <tr> <td>multiple formats</td> <td>X</td> <td></td> </tr> <tr> <td>variety of modes of response</td> <td></td> <td>X</td> </tr> <tr> <td>available in other languages (specify)</td> <td></td> <td>X</td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	engaging	X		multiple formats	X		variety of modes of response		X	available in other languages (specify)		X	other (specify)						
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engaging	X																					
multiple formats	X																					
variety of modes of response		X																				
available in other languages (specify)		X																				
other (specify)																						
Reviewer Comments: No comments.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
Reviewer Comments: Easy to use and administer and score.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X																					
Reviewer Comments: Useful information for instructional planning purposes. However, the listening comprehension is mostly BICS-type communication, and therefore it is important to interpret these results with caution.																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:																						
Reviewer Comments: Useful for communicating with parents and other teachers. However, the listening comprehension is mostly BICS-type communication, and therefore it is important to interpret these results with caution.																						

Criteria	3	2	1	N
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:		X		
<p>Reviewer Comments: Report sheet can be shared. Additional assessments allow for tracking over time. Also, over time the school would be able to develop norms and comparisons of student's year-to-year proficiency using this assessment.</p>				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
<p>Reviewer Comments: Designed for an ESL population, but does have American school contexts, so will need to be considered cautiously.</p>				
11. Is relevant and links to the Alberta context—curriculum and programs of study:		X		
<p>Reviewer Comments: Would be somewhat informative to English language arts reading and listening curriculum.</p>				
12. Is cost- and time-effective to use in Alberta classrooms:				
<p>Reviewer Comments: It is very cost- and time-effective because it is a group test that can be administered to many at once and used from year to year.</p>				

Resource: TONI 3—Test of Non-verbal Intelligence

Name: TONI—3 Test of Non-verbal Intelligence, 3 rd edition, by L. Brown, R. Sherbenor and S. Johnsen	Publisher: Austin, TX: Pro-Ed Inc. http://www.pearsonassessments.com
Learner Profile: Age 6 and up, with cognitive/linguistic skills that would affect performance on traditional tests of intelligence	Age/Grade Cluster: Grades 2–12
Time to Administer: 30 minutes (less time for younger students)	
Intended Purpose: To measure abstract/figural problem solving without overtly using language.	
Components: Manual, test Protocol, and Form A/Form B picture book (testing kit).	
Assessment Sections: Abstract figural problem solving.	
Overview and Comments: <p>This is a nonverbal assessment to screen whether or not additional testing may be required to determine a learning disability that is not related to a language delay or lack of English proficiency. Useful for assessing ability range of students who have been in Canada for less than three years and when a WISC would not be appropriate due to lack of English language proficiency.</p> <p>This has been used extensively with ESL students as a screening tool and not for specific placement or diagnosis.</p> <p>It is quick to administer by an assessment-trained teacher with assessment qualifications or post-graduate courses in assessment.</p> <p>It is currently used on ESL students in many districts across the province.</p>	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to ESL assessment:		X																																			
Reviewer Comments: This intelligence assessment is language-free, with intended culture-neutral symbols.																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
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	Yes	No																																			
conversational vocabulary		X																																			
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viewing and/or representing		X																																			
adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
Reviewer Comments: No comments.																																					
3. Appropriate for ESL students (language and culture):	X																																				
Reviewer Comments: Appropriate for identified target group.																																					
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:	X																																				
Reviewer Comments: Can be used on students from the above-mentioned categories.																																					

Criteria	3	2	1	N																		
5. Enables students to demonstrate what they know and can do:																						
<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>engaging</td> <td>X</td> <td></td> </tr> <tr> <td>multiple formats</td> <td>X</td> <td></td> </tr> <tr> <td>variety of modes of response</td> <td></td> <td>X</td> </tr> <tr> <td>available in other languages (specify)</td> <td></td> <td>X</td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	engaging	X		multiple formats	X		variety of modes of response		X	available in other languages (specify)		X	other (specify)						
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engaging	X																					
multiple formats	X																					
variety of modes of response		X																				
available in other languages (specify)		X																				
other (specify)																						
<p>Reviewer Comments: Is enabling only in the area of decision making. Students can respond without language, since all they have to do is point to their choice of answer.</p>																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
<p>Reviewer Comments: With training, this assessment is very easy to administer and interpret results.</p>																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:			X																			
<p>Reviewer Comments: This is only to be used as a screener to determine whether or not further assessments are required, assuming language is not much of a barrier. It also provides feedback to teachers as to what range of performance to expect from the student.</p>																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:																						
<p>Reviewer Comments: Only teachers or professionals trained in assessments can administer and interpret results to parents, administrators or teachers. The report is created by the assessment specialist and is not computer-generated.</p>																						
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:				X																		
<p>Reviewer Comments: Not applicable.</p>																						

Criteria	3	2	1	N
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:	X			
Reviewer Comments: No comments.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:				X
Reviewer Comments: No comments.				
12. Is cost- and time-effective to use in Alberta classrooms:			X	
Reviewer Comments: This is a Level B assessment, which must be administered by a qualified professional who has post-secondary course work in assessment and is qualified to administer a Level B assessment.				

Resource: Vocabulary Levels Test (VLT), 2000 words

Name: Vocabulary Levels Test (VLT) (1990)	Publisher: Paul Nation (authors) http://www.lex tutor.ca/tests/levels/recognition/2_10k/
Learner Profile: Intermediate to advanced	Age/Grade Cluster: Ages 9+
Time to Administer: 10 minutes (varies)	
Intended Purpose: Used as a quick assessment for placement purposes for adult ESL students. Students can access the tests and do some goal setting or self-monitoring of their English language development over time.	
Components: This resource is a Web site with online tests at five word levels: 2000, 3000, 5000, academic word list and 10 000. Alternate versions available for multiple use.	
Assessment Sections: See Web site: http://www.lex tutor.ca	
Overview and Comments: Motivating and enjoyable.	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:		X																																			
<p>Reviewer Comments: This is a discrete-point test, using sentence completion to provide minimal context for filling in the correct word.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 15%;">Yes</th> <th style="width: 15%;">No</th> </tr> </thead> <tbody> <tr> <td>conversational vocabulary</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>academic vocabulary</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>speaking</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>reading</td> <td style="text-align: center;">X</td> <td></td> </tr> <tr> <td>writing</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>listening</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>viewing and/or representing</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>adaptive functioning</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>intelligence</td> <td></td> <td style="text-align: center;">X</td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>						Yes	No	conversational vocabulary	X		academic vocabulary	X		speaking		X	reading	X		writing		X	listening		X	viewing and/or representing		X	adaptive functioning		X	intelligence		X	other (specify)		
	Yes	No																																			
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viewing and/or representing		X																																			
adaptive functioning		X																																			
intelligence		X																																			
other (specify)																																					
<p>Reviewer Comments: Measures vocabulary at five different levels, including academic and lower levels that would reflect Basic Interpersonal Communication Skills (BICS)-level language.</p>																																					
3. Appropriate for ESL students (language and culture):		X																																			
<p>Reviewer Comments: The tests are available online. Minimal computer skills are needed. Perhaps ‘no formal schooling’ learners and younger learners would not be able to do this immediately.</p>																																					

Criteria	3	2	1	N																		
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X																				
<p>Reviewer Comments: The teacher could probably download the levels tests and print a paper copy for students who are not computer literate, or if computers are not available in the classroom.</p>																						
5. Enables students to demonstrate what they know and can do:																						
<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>engaging</td> <td>X</td> <td></td> </tr> <tr> <td>multiple formats</td> <td>X</td> <td></td> </tr> <tr> <td>variety of modes of response</td> <td></td> <td>X</td> </tr> <tr> <td>available in other languages: French</td> <td>X</td> <td></td> </tr> <tr> <td>other (specify)</td> <td></td> <td></td> </tr> </tbody> </table>						Yes	No	engaging	X		multiple formats	X		variety of modes of response		X	available in other languages: French	X		other (specify)		
	Yes	No																				
engaging	X																					
multiple formats	X																					
variety of modes of response		X																				
available in other languages: French	X																					
other (specify)																						
<p>Reviewer Comments: There is more than one form at each level, allowing for repeated assessment. Although it is multiple choice or gapped sentence completion, many users find this motivating and fun. Paul Nation has translated the VLT into a variety of languages. http://www.tki.org.nz/r/esol/esolonline/classroom/vocabulary/bilingual/home_e.php</p>																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
<p>Reviewer Comments: This tool is straightforward and the score is generated immediately, along with comments about whether or not users need to be working on vocabulary. Users have found this feature very motivating.</p>																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X																					
<p>Reviewer Comments: The score provides immediate information.</p>																						

Criteria	3	2	1	N
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
Reviewer Comments: The score tells users "where they're at." Teachers do need a bit of in-service support to understand the impact of vocabulary on overall language proficiency development and to understand the threshold levels.				
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:				X
Reviewer Comments: No comments.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
Reviewer Comments: A universal tool. International studies show that the core vocabulary of English; i.e., the first two thousand words, especially function words, are pretty stable across groups by over the age of about nine and across English speaking countries. Content words (nouns) may vary by age and country so use with caution.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:				
Reviewer Comments: Not directly.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: It is free, easily accessible online and available in different languages. A great place to get started.				

Resource: Wechsler Non-verbal Scale of Ability

<p>Name: Wechsler Non-verbal Scale of Ability: Canadian (WNV–CDN)</p>	<p>Publisher: New York, NY: PsychCorp http://www.harcourtassessment.com</p>
<p>Learner Profile: Ideal for students who speak many languages and are non-English speaking.</p>	<p>Age/Grade Cluster: Age 4–7:11 and 8–21:11</p>
<p>Time to Administer: 30–45 minutes (depending on age of student)</p>	
<p>Intended Purpose: Canadian norm-referenced tool for assessment of non-verbal cognitive ability across several areas: matrices, coding, object assembly, recognition, spatial span and picture arrangement. Can be used to measure general cognitive functioning in students who:</p> <ul style="list-style-type: none"> • are English or non-English speakers • may have language-based learning disabilities • are from diverse cultural or linguistic backgrounds • are deaf or hard of hearing • are being assessed for intellectual giftedness • are being assessed for intellectual disabilities • have an autistic disorder or selective mutism. 	
<p>Components: Administration and scoring manual, technical and interpretative manual, 25 record forms for each age group, 25 response booklets, scoring assistant, object assembly puzzles, picture arrangement cards and spatial span board.</p>	
<p>Assessment Sections: 4 years–7 years 11 months</p> <ul style="list-style-type: none"> • Complete all four subtests: matrices, coding, object assembly and recognition. The short battery consist of only two subtests: matrices and recognition. <p>8 years–21 years and 11 months</p> <ul style="list-style-type: none"> • Complete all four subtests: matrices, coding, spatial span, and picture arrangement. The short battery consists of two subtests: matrices and spatial span. 	
<p>Overview and Comments: This assessment was piloted in 2006–07 on ESL students in Edmonton Catholic Schools. It has been administered mostly on young children aged 4–7 years and only a few cases of older students aged 13–18 years. No ESL students aged 8–13 were administered this non-verbal assessment during the pilot year.</p> <p>It was also used and monitored during the 2007–08 school year, with a greater number of ESL students.</p>	

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:		X		
Reviewer Comments: Is appropriate to be administered to ESL students.				
2. Addresses one or more of the language arts or experiences critical for ESL students:				
	Yes	No		
conversational vocabulary		X		
academic vocabulary		X		
speaking		X		
reading		X		
writing		X		
listening		X		
viewing and/or representing		X		
adaptive functioning		X		
intelligence	X			
other (specify)				
Reviewer Comments: No comments.				
3. Appropriate for ESL students (language and culture):		X		
Reviewer Comments: Standardized on a representative sample of various language learners, including Francophones, Anglophones, allophones and immigrants to Canada.				
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:		X		
Reviewer Comments: It was found to be one of very few in the current assessment bank of appropriate assessments for this student profile.				

Criteria	3	2	1	N																		
5. Enables students to demonstrate what they know and can do:																						
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other (specify)																						
Reviewer Comments: No comments.																						
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X																					
Reviewer Comments: No comments.																						
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:		X																				
Reviewer Comments: This is a non-verbal cognitive ability assessment tool to be used as a screening tool in determining whether further assessments are required and to provide teachers with a general sense of ability ranges in isolation of language.																						
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:																						
Reviewer Comments: Only teachers or professionals trained in assessments can administer and interpret results to parents, administrators or other teachers. The report is created by the assessment specialist and is not computer generated.																						
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:				X																		
Reviewer Comments: No comments.																						

Criteria	3	2	1	N
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:	X			
Reviewer Comments: No comments.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:	X			
Reviewer Comments: No comments.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: No comments.				

Resource: Woodcock–Munoz Language Survey—Revised (WMLS-R) 2005

Name: Woodcock–Munoz Language Survey— Revised (2005)	Publisher: Rolling Meadows, IL: Riverside Publishing http://www.riverpub.com/products/
Learner Profile: All ESL students	Age/Grade Cluster: K–12
Time to Administer: 25–55 minutes (individual)	
Intended Purpose: To measure proficiency level of ESL students, particularly those language skills that are characterized by cognitive academic language proficiency (CALP). It can also be used to determine eligibility for ESL services, plan instruction, monitor progress and measure program effectiveness, and for research purposes.	
Components: WMLS-R Form A Complete Kit includes: scoring software, comprehensive manual, test book, test records (25), dictation pad (25) and audio CD. Form B Add-on Kit includes test records (25). Form B does not include software or a CD-ROM.	
Assessment Sections: The WMLS-R test consists primarily of measures of language skills, and includes subtests: picture vocabulary, verbal analogies, letter word identification, dictation, understanding directions, story recall and passage comprehension. It also includes a Language Exposure Questionnaire, a Language Use Questionnaire and a test Session Observation Checklist.	
Overview and Comments: The WMLS-R test consists primarily measures of language skills that are predictive of success in situations characterized by cognitive academic language proficiency (CALP) requirements. The WMLS-R provides normative information based on more than 8800 individuals in over one hundred geographically diverse communities, obtained during the standardization of the Woodcock Johnson (WJ III). It includes a quick and easy-to-administer screener of four tests and a more comprehensive seven-test battery, both designed to measure language proficiency of ESL students. The seven tests measure listening, speaking, reading and writing. In addition to the scores, the WMLS-R also helps to gather qualitative information with the Language Exposure Questionnaire, a Language Use Questionnaire, and a test Session Observation Checklist.	

Strengths:

- WMLS-R is a formal assessment tool that is useful as an assessment of learning for ESL students.
- Could be used prior to a WIAT (Wechsler Individual Achievement Test) assessment when investigating possible ESL/special education concerns.
- Useful to establish a baseline of a student's English language proficiency; therefore, a tool for "assessment for learning." Errors are then viewed as markers on the path to increased proficiency in English.
- Can provide information about an ESL student's program effectiveness. Results can support planning for instructional strategies, with appropriate intervention strategies identified. Teachers can then use a test-teach-test approach.

Weaknesses:

Time intensive.

Recommendations for use:

WMLS-R is not a stand-alone assessment tool. It is recommended that it be used as part of a comprehensive language assessment that includes a writing sample and reading comprehension assessment. It can be useful for a deeper look into an ESL student's English language proficiency when questions and/or concerns arise around the student's academic progress. Subtest comparisons can be indicative of student strengths and areas of growth. An error analysis can be helpful in designing instructional strategies for an ESL student.

Key How well is the criterion demonstrated?

3	very well
2	well
1	marginally
N	not evident

Criteria	3	2	1	N																																	
1. Reflects practices that are congruent with the most current philosophical thinking, experience and research with respect to assessment, particularly ESL:	X																																				
<p>Reviewer Comments: Very current and newly revised. Designed specifically for this population, although does not currently have Canadian norms.</p>																																					
2. Addresses one or more of the language arts or experiences critical for ESL students:																																					
<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>conversational vocabulary</td> <td>X</td> <td></td> </tr> <tr> <td>academic vocabulary</td> <td>X</td> <td></td> </tr> <tr> <td>speaking</td> <td>X</td> <td></td> </tr> <tr> <td>reading</td> <td>X</td> <td></td> </tr> <tr> <td>writing</td> <td>X</td> <td></td> </tr> <tr> <td>listening</td> <td>X</td> <td></td> </tr> <tr> <td>viewing and/or representing</td> <td></td> <td></td> </tr> <tr> <td>adaptive functioning</td> <td></td> <td>X</td> </tr> <tr> <td>intelligence</td> <td></td> <td>X</td> </tr> <tr> <td>language exposure/use</td> <td>X</td> <td></td> </tr> </tbody> </table>						Yes	No	conversational vocabulary	X		academic vocabulary	X		speaking	X		reading	X		writing	X		listening	X		viewing and/or representing			adaptive functioning		X	intelligence		X	language exposure/use	X	
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<p>Reviewer Comments: Very comprehensive, especially the seven-test battery, and addresses most components.</p>																																					
3. Appropriate for ESL students (language and culture):		X																																			
<p>Reviewer Comments: WMLS-R results should be interpreted cautiously for culturally and linguistically diverse students. Some culturally biased questions are presented. WMLS-R is not normed on a Canadian sample group. Scores are currently normed against American students with an Hispanic background. Canadian norms are expected to be available soon.</p>																																					

Criteria	3	2	1	N
4. Can be adapted to the full range of ESL students; e.g., special needs, no formal schooling:	X			
Reviewer Comments: Target group: 2 years to adult.				
5. Enables students to demonstrate what they know and can do:				
	Yes	No		
engaging	X			
multiple formats	X			
variety of modes of response		X		
available in other languages (specify)		X		
other (specify)				
Reviewer Comments: Very comprehensive; however, the answers expected are very specific.				
6. Includes clear and sufficient guidelines and directions for administration and interpretation of results:	X			
Reviewer Comments: Although it eventually becomes easy to use, it still requires some training and practice. There are very specific instructions and expectations of the test giver and responder.				
7. Provides information that contributes to student learning, either directly to the student or indirectly through informing the teacher's feedback, planning and instruction:	X			
Reviewer Comments: Very useful information about the learner that would be helpful in planning for instruction and decision making.				
8. Yields results that are understandable to teachers, who can in turn interpret them to administrators, students, parents, counsellors, psychologists and other people involved in a student's education:				
Reviewer Comments: The comprehensive information provided would be very helpful in getting a detailed understanding of the student's levels and needs.				

Criteria	3	2	1	N
9. Includes components that allow for tracking student performance over time, relative to stated proficiency standards:		X		
Reviewer Comments: The test record sheets allow for tracking student performance.				
10. Is relevant to the Alberta context—demographics and cultural diversity of ESL students:		X		
Reviewer Comments: Not yet normed for Canada, but was developed with a diverse population in mind.				
11. Is relevant and links to the Alberta context—curriculum and programs of study:			X	
Reviewer Comments: Not necessarily tied to a curriculum other than English language arts.				
12. Is cost- and time-effective to use in Alberta classrooms:				
Reviewer Comments: It is a good test to use within a large school or to share amongst several schools. Could be too time-consuming to use with all ESL students.				