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INVITED ESSAY

Assessing Language Proficiency of California's English Learners and What It Means for Accountability

The California English Language Development Test (CELDT) was first introduced in 2001 to assess the language proficiency of the state's English learners (ELs). Since 2003 the CELDT has also been used to meet accountability requirements of the federal No Child Left Behind (NCLB) Act. The test changed in significant ways in 2006. This essay describes how CELDT has changed, reviews outcomes, assesses potential implications for EL classification and reclassification, and briefly explains why federal accountability objectives have been adjusted in response to these changes.

Why and How CELDT Changed

CELDT was one of the first standards-based assessments of English language proficiency in the U.S. Offered in four grade spans (K-2, 3-5, 6-8, and 9-12), CELDT currently measures *four language domains* (listening, speaking, reading, and writing) in grades 2-12; and listening and speaking in K-1. It defines *five proficiency levels*: beginning, early intermediate, intermediate, early advanced, and advanced. Students are considered *English proficient* if they score in the highest three levels for each language domain and in the highest two levels for their overall (composite) score. CELDT is given throughout the year to newly entering linguistic-minority children to determine their EL status, and is administered during a July-October test window to continuing ELs. To distinguish these two purposes, the former is often called *Initial CELDT* and the latter called *Annual CELDT*, but the test form is identical.

CELDT has been used since 2003 to meet requirements of NCLB Title III. This includes assessing all ELs annually; measuring their annual progress in learning English; and, for those ELs who can reasonably be expected to do so based on prior CELDT level and/or time in U.S. schools, reaching the English proficient level.

Test format and reporting have changed over the years to address educator concerns (e.g., test burden associated with individually assessing speaking), and to meet NCLB requirements (e.g., separate listening and speaking scores, development of a comprehension score combining listening and reading).

The most significant changes occurred in 2006. In that year, the California Department of Education and the test publisher concluded that CELDT had changed sufficiently to reexamine the "cut scores" that are used to classify students into one of the five performance levels, and the descriptors that summarize the language skills and abilities associated with those performance levels. The change was also prompted by educators' concerns

that many students classified as *English proficient* often did not exhibit skills associated with that level of language proficiency. In addition, many of these students could not meet academic achievement criteria—including the California Standards Test of English Language Arts (CST-ELA)—to be *reclassified Fluent English Proficient* (RFEP), a designation which signifies that the student should be able to perform in regular classrooms without additional specialized support.

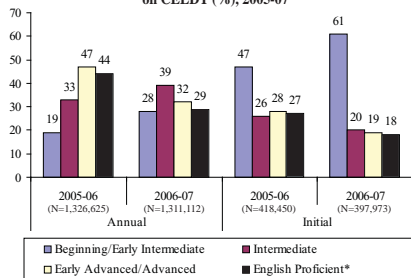
As a result of these changes and concerns, a standard-setting procedure on CELDT was undertaken with committees of educators in February 2006. The committees recommended new, generally higher cut scores for each language domain, and revisions to performance level descriptors. Also, cut scores were set for each *grade* (as opposed to each *grade span*). The California State Board of Education approved the changes in March 2006, and the changes were introduced in the 2006-07 test.

Additionally, a common scale was introduced in 2006, allowing more accurate comparison of year-to-year CELDT results across grade spans. The 2006-07 CELDT also field-tested new items designed to measure more academic language skills, but these items were *not* used to calculate test scores and therefore had no effect on outcomes.

Impact and Implications

Comparing scores in 2005-06—the year before the changes were introduced—with scores in 2006-07, shows dramatic differences. Figure 1 displays the changes in overall proficiency level

Figure 1: Overall Performance of English Learners on CELDT (%), 2005-07



*To meet the "English proficient" criterion, overall score must be early advanced/advanced with all domains intermediate or higher.

SOURCE: California Department of Education. Dataquest. Retrieved March 11, 2008, from: <http://data1.cde.ca.gov/dataquest/>

for Annual and Initial CELDT across these two years.

As Figure 1 shows, the new CELDT cut scores have resulted in a significant drop in the percent of EL students scoring at the two highest proficiency levels—early advanced and advanced—from 47% to 32%, and a similar drop in the percent of students reaching English proficient, from 44% to 29%. The largest decreases occur in grades 8-12. Many EL students whose scores met the English proficient level in 2005-06 did not score English proficient in 2006-07; they will need to make further progress to reach that level. Corresponding *increases* have occurred in the percent of ELs scoring at beginning and early intermediate (28% versus 19%) and at intermediate (39% versus 33%).

The new cut scores also have implications for EL *initial* classification. For example, only 9% of kindergarten students reached the English proficient level on Initial CELDT in 2006-07, versus 17% in 2005-06 (not shown in figure). As Figure 1 illustrates regarding K-12 initial results, 61% scored beginning or early intermediate in 2006-07, while only 47% did so in 2005-06. Interestingly, even though 20,477 fewer language-minority students were tested on Initial CELDT in 2006-07 compared to the prior year, 20,734 more students were identified as EL by the test compared to the prior year. Clearly, fewer incoming students are likely to be identified as *initially fluent English proficient* (IFEP), and more will be initially identified as ELs.

What are the implications for district reclassification rates? The State Board of Education specifies four criteria for districts to use in determining whether an English learner should be reclassified as RFEP: (1) scores on CELDT; (2) scores on CST-ELA; (3) teacher evaluation (e.g., grades, district assessments); and (4) parent consultation. Since fewer students are scoring at the English proficient level on CELDT, one could hypothesize reclassification rates will drop. An initial analysis of the outcome data on Annual CELDT and CST-ELA—the two required statewide measures—suggest that it is premature to make this conclusion.

The State Board recommends a CST-ELA score from low- to mid-Basic, and most districts set their reclassification standard at mid-Basic to ensure that EL students are in range of grade-level performance. Data were obtained from CDE on the percent of ELs at *midpoint* of Basic or above on CST-ELA in 2007, and compared to the percentage of EL students at the English proficient level on CELDT in 2006-07. The results for each grade level are seen in

Figure 2. Overall, the grade-by-grade results on these two criteria are more comparable (although still favoring CELDT over CST) than in previous years..

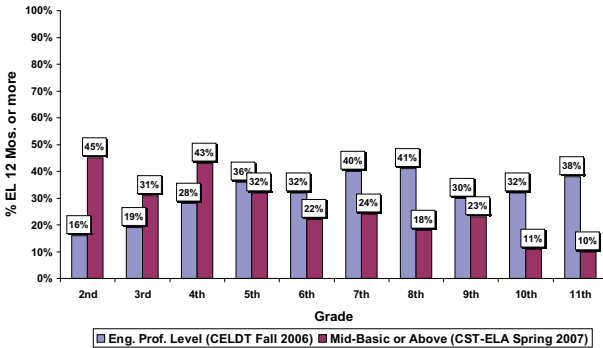
As Figure 2 demonstrates, greater percentages of ELs score at the midpoint of Basic or above on CST-ELA than reach the English proficient level on CELDT in grades 2 through 4, but this pattern reverses in grades 5 through 11. Assuming substantial overlap in students scoring at these levels on both assessments, these data suggest that after fourth grade, low scores on the CST-ELA, rather than low scores on the CELDT, are more likely to keep EL students from being reclassified.

It is also clear that results from these two assessments do not explain why reclassification rates are not higher (annual statewide reclassification rates have been around 9% in recent years). Recent research has highlighted that district-defined criteria (e.g., writing prompts, grade point average) and cut scores, procedures and systems to monitor students' readiness to reclassify, and the importance of reclassification in local accountability, may be significantly influencing these rates.

Title III accountability

Given the change in cut scores, it is inappropriate and misleading to compare CELDT scores across these two years for accountability purposes. To address this problem, the 2005-06 results were converted to the new 2006-07 scale so that proper "apples-to-

Figure 2: EL comparative performance on Annual CELDT (English proficient level) and CST-ELA (mid-Basic or above), 2006-07



* % test takers for each test by grade

SOURCE: California Department of Education Standards and Assessment Division (CST data); and CDE, Dataquest (CELDT data), retrieved March 11, 2008, from: <http://data1.cde.ca.gov/dataquest/>

apples" matched-score comparisons could be made. Nevertheless, even with this adjustment, the percentage of EL students meeting federal accountability targets dropped for each CELDT proficiency level, compared to the prior year. Consequently, growth targets for districts were adjusted downward by the state in order to align them to the new CELDT, while using the same relative performance expectations that established the original target structures. Importantly, CELDT's new common scale may allow more refined definitions of progress once sufficient data are available for modeling.

Finally, there is one federal EL accountability objective not derived from CELDT—the percentage of students scoring proficient or above on three state achievement tests: the CST-ELA and CST Math in grades 2-8, the California High School Exit Exam in grade 10, and the California Alternative Performance Assessment in grades 2-8 and 10. Apart from the results of current ELs, almost half (49%) of all RFEPs in grades 2-11 scored at the Basic level

or below on CST-ELA in 2007. Given that most districts set the CST-ELA criterion for reclassification at Basic, it is troubling that virtually half of all RFEPs (a higher-performing group *by definition*) stay at Basic or (particularly at middle and high school) fall below. Moreover, this has significant implications for district accountability under NCLB, as most of these RFEPs continue to be included in the EL subgroup when annual progress on the state academic subject exams is calculated. Indeed, performance on state subject tests has consistently been the objective most often missed by districts, and continues to be so even with the increased cut scores of CELDT.

Conclusion

CELDT has been made more rigorous via higher cut scores and new performance level descriptors, which attempt to make EL students' language proficiency levels better approximate the skills described in California's English Language Development standards. As a result, it appears that more students will be initially identified as EL, and it may take more students longer to progress and reach the English proficient level. Federal accountability targets have been adjusted by the state to reflect changes in the CELDT, and it is premature to conclude that district reclassification rates will drop due to CELDT. Despite these changes, performance in academic core subjects—for current ELs *and* reclassified former ELs—constitutes the main challenge for districts under federal accountability.

—Robert Linquanti

The author is Project Director and Senior Research Associate at WestEd, specializing in English learner evaluation and accountability. He assisted the California Department of Education in developing its NCLB Title III accountability system, and currently serves on the state's CELDT technical advisory group.

Research Grants Awarded

A total of seventeen grant proposals from seven UC campuses were received in UC LMRI's February 2008 Call for Proposals. The UC LMRI Faculty Steering Committee met in February and agreed to fund five proposals: three Dissertation Grants and two Individual Grants.

Abstracts for these funded grants are below.

DISSERTATION GRANT AWARDS

Understanding Teachers' Adaptation to Language Minority Immigrant Youth in Sheltered Class

PI: DAFNEY BLANCA DABACH, *UC BERKELEY*
DISSERTATION GRANT #08-08CY-03DG-B
FUNDED: FEBRUARY 2008

This project investigates how secondary school teachers respond and potentially adapt to immigrant language minority students

(students born abroad who are speakers of languages other than English). The questions which guide this research are: 1. How do institutional opportunities and constraints shape teachers' work with immigrant language minority students? 2. How do teachers make sense of institutional categories of "sheltered" and "mainstream" classes and the students in each? How do their talk and practice differ in each? 3. How do teachers adapt their curriculum and instruction to immigrant language minority students (if at all)?

Fundamentally, this project aims to understand teachers' thinking and practice in relation to specifically adapting instruction for immigrant language minority students, within a specialized instructional context. This is in order to understand how teachers' thinking and practice vary, and how these variations present different opportunities for students.

Examining Reading Achievement Trajectories among English Language Learners

PI: GABRIEL GUTIERREZ, *UC RIVERSIDE*
DISSERTATION GRANT #08-08CY-04DG-R
FUNDED: FEBRUARY 2008

The proposed one-year study seeks to add to the literature by examining the growth curves of reading achievement among three groups of EL students on Curriculum Based Measurement (CBM) screening and progress monitoring assessments.

EL students' language and literacy skills will be assessed in both languages (Spanish, L1; English, L2) to understand the dynamic nature that exists among the two languages as EL learners receive English instruction; Native English Speakers (NS) will be assessed in English only. The relation among L1 and L2 language and literacy skills (phonological awareness [PA], decoding, and reading fluency) will be compared across one academic year with students (N=240) at second grade levels.

In addition, early literacy and curriculum based measures in L1 and L2 will be used to predict growth in reading fluency across the year and reading comprehension at the end of the academic year.

The implications of these findings as they relate to universal screening and progress monitoring procedures and to the acquisition of reading skills among EL learners will be discussed in this project.

Effects of Writing Instruction on Head Start English Learners at Risk for Reading Difficulties

PI: CAROLA MATERA, *UC SANTA BARBARA*
DISSERTATION GRANT #08-08CY-02DG-SB
FUNDED: FEBRUARY 2008

The proposed study seeks to examine maintenance of learning gains on English and Spanish writing. Also, the study will evaluate children's English and Spanish concepts of print at the end of the ten week intervention and after two months of kindergarten instruction.

Finally, the study will evaluate the unique contribution of parent literacy practices, child characteristics and classroom environment to

elucidate important evidence that highlights individual differences in literacy learning for English learners.

This dissertation will seek to answer the following overall question: does the WRITE! literacy curriculum provide effective preschool literacy education to promote school readiness in Head Start Spanish-speaking ELs?

INDIVIDUAL GRANT AWARDS

The Heterogeneity of English Language Fluency and its Relation to the School Context and Mathematics Achievement Among Mexican-Origin and Southeast Asian Secondary School Youth

PI: EDUARDO MOSQUEDA, *UC SANTA CRUZ*
INDIVIDUAL GRANT #08-08CY-031G-SC
FUNDED: FEBRUARY 2008

The proposed project is designed to contribute to an understanding of how the mathematics achievement of non-native English-speaking students with different levels of English Language Proficiency is influenced by institutional mechanisms, such as tracking and course taking patterns.

I hypothesize that the effect of English proficiency and tracking will negatively influence the mathematics achievement of non-native English speaking Latino and Asian students, particularly those with low levels of the English proficiency. However I also predict that the negative effect of tracking on English language proficiency will be more notable for Latino non-native speakers, while not as pronounced for non-native speaking Asian students with similar levels of English proficiency.

This study aims to contribute to a deeper understanding of how opportunities to learn (or lack thereof) structure the underachievement of non-native English speakers, particularly for English Learners (ELs). This research will have important policy implications given that achievement differences for non-native English speakers tend to emphasize English proficiency as an important explanatory factor for such outcomes, and while appealing to many, can distract attention away from the role that schools play in mediating such differential outcomes.

A Sociolinguistic Ethnography of *Transfronterizos*: School Networks and Linguistic Capital of High School Students on the San Diego-Tijuana Border

PI: ANA ZENTELLA, *UC SAN DIEGO*
INDIVIDUAL GRANT #08-08CY-011G-SD
FUNDED: FEBRUARY 2008

The proposed sociolinguistic ethnography of a secondary school on the border asks: How do *transfronterizos* in distinct high school networks envision the role that bilingualism will play in their individual lives and in the future of the region? What kind of bilingualism do they espouse, and what kind do they practice? Do students/networks see themselves as cultural brokers who can

help unite Mexicans in Mexico with Mexican immigrants in the United States and their second-generation children, and with other linguistic, cultural, and racial minorities in the region? Do some view their bilingualism as essential *transfronterizo* cultural capital, accumulated like a personal commodity, for individual advancement? Or do they display a repertoire of views, depending on the immediate setting, interlocutors, and objective? How are the linguistic practices and ideological positions of social networks linked to their members' academic success and future career goals?

This project represents the first sociolinguistic ethnography of high school networks on the US-Tijuana border, comparing *transfronterizos* with other Mexican-descent students. Because little is known about how the ways of speaking English and Spanish are linked to the career goals and academic success of different sub-groups of Mexican-descent students, this research contributes to advances in sociolinguistics, anthropology in education, and the education of linguistic minorities, and its findings will profit evaluation, placement, and pedagogical practices.

UC LMRI RESEARCH GRANTS: FINAL REPORT ABSTRACTS

Following are edited abstracts from three recently completed UC LMRI Research Grants. Visit the UC LMRI web site for a searchable database of all UC LMRI-funded grants.

Learning Academic Language through Science in Two Linguistically Diverse Kindergarten Classes: Intentional Versus Implicit Approaches

PI: PAMELA SPYCHER, *UC DAVIS*
DISSERTATION GRANT # 06-06CY-01DG-D
COMPLETED: JUNE 2007

This study investigated the effects of an intentional versus an implicit approach to academic language development in science. In the intentional approach, an instructional intervention that aimed to expand the vocabulary knowledge and enrich the science conceptual understanding of young children was implemented over five weeks in the spring of kindergarten. The subjects for this study were one teacher and 39 kindergarteners from low socio-economic backgrounds in two separate classrooms in an ethnically and linguistically diverse urban school in Los Angeles. Roughly half of the students in each classroom were English Learning (EL) students.

Findings show that students who had expressive knowledge of the relevant target vocabulary appeared to understand the related science concepts better than those children who did not.

Results also indicate that the intervention teacher's perspectives about oral language development and science instruction expanded in terms of the expectations he had for his students' ability to learn and use academic language, the importance of word knowledge for content learning, and his own role in the language learning process. Instructional implications and implications for teacher professional development are discussed.

Imágenes de Mi Pueblo: A study into the emergence and negotiation of social borders

PI: JASON RALEY, *UC SANTA BARBARA*
INDIVIDUAL GRANT # 04-04CY-03IG-SB
COMPLETED: JANUARY 2008

This digital photography project investigated the nature of social borders among Latina/o high school students and the possibilities for building trusting relations that would enable complex language learning. Project participants learned digital photography techniques, practiced intensive critique, and prepared a formal public exhibition of their work.

Research data included fieldnotes, interviews, photographs, and videorecordings of interaction among project participants.

The study found that conventional categories of race, language, and ethnicity were less immediately relevant to students than either (a) the more “global” dichotomy between Mexico and the U.S. or (b) the more “local” matters of city, neighborhood, and social clique. Secondly, participants were best able to negotiate trusting social relations when the very social borders that might have thwarted such trusting relations were brought to the surface for interactants to work with and work on. This work was rarely explicit, but more commonly involved “reframing” such borders as matters for laughing together. It was best supported by having student work shared and critiqued as publicly as possible.

Finally, the project reinforced what is common sense to most good teachers: it is essential to have a “real” product and some “authentic” accountability.

Making Sense of Open Court: Teachers Negotiating Top-Down Reform in Literacy Instruction for English Language Learners

PI: LUCINDA PEASE-ALVAREZ, *UC SANTA CRUZ*
COLLABORATIVE GRANT #05-05CY-01CG-SC
COMPLETED: NOVEMBER 2007

The disjuncture between teachers’ perspectives on the curriculum and their decisions to enact it is one of the most noteworthy findings of this study. Everyone we interviewed said that they were implementing the program, even those who disliked it.

Through our case study observations, we were able to gain insight into the learning opportunities available to English learners in classroom settings. These observations confirmed that the teachers made few adjustments to the program, even though two of the teachers did not think that the program met the language and literacy needs of their English learners.

When we queried teachers about this and why they did not refuse to comply with the Open Court mandate, they indicated that they felt a deep commitment to the school and being part of the school community, and could not resist the program and remain at the school. Also, given the political, top-down nature of the mandate, the lack of teacher input in the decision-making process, and the punitive nature of implied and real threats that teachers had encountered (e.g., that they might be involuntarily transferred

or fired for lack of compliance and/or low test scores), it could be argued that teachers actually had few choices.

Our findings have important implications for the education of English learners. Teachers who have serious reservations about the Open Court program because it does not meet the needs of their students or reflect their experiences, but make adjustments and “work within the system,” find themselves enforcing one-size-fits-all pedagogies. We find this troubling, given the body of research on children from ethnic minority communities that underscores the importance of incorporating practices and processes that build on and acknowledge English learners’ needs. Further, we are concerned that this strategy of working within the system may ultimately limit opportunities for students to be challenged intellectually.

Biliteracy Development Research Forum

On January 25-26, 2008, UC LMRI hosted the fifth annual Biliteracy Development Research Forum in Santa Barbara, CA. The forum was initiated by the UC LMRI Faculty Steering Committee in 2004 as part of its Biliteracy Research Initiative to further longitudinal research on biliteracy development. The forum brings together researchers who are actively engaged in ongoing longitudinal studies of biliteracy development to share ideas, methods, and results of their studies. This year’s forum was attended by 22 international researchers.

The following studies were presented and discussed:

- **Vocabulary and Comprehension Development of ELs in 7th Grade Social Studies Classes**
Sylvia Lianan-Thompson, *University of Texas, Austin*
- **The Simple View of Reading and Second Language Learners**
Alexandra Gottardo, *Wilfrid Laurier University*
- **Preschool English Learners: Prediction of Cross-Linguistic Phonological Awareness from Cross-Linguistic Vocabulary and Letter Knowledge**
Emily Solari and Jason Anthony, *University of Texas, Houston*
- **A Dissociation between Reading Words and Comprehending Text: Investigating the Reading Development of Spanish-speaking Language Minority Learners and their Classmates**
Nonie Lesaux, Michael Kieffer, and Jeannette Mancilla-Martinez, *Harvard University*
- **Language and Literacy Development among Mexican Children: Preliminary Results from Proyecto DOLE**
Rebeca Mejía Arauz, Antonio Ray Bazán, Victoria Torres, *ITESO University* (Guadalajara, Mexico), and Leslie Reese, *California State University, Long Beach*
- **A Longitudinal Examination of the Reciprocal Relations between Reading Fluency and Reading Comprehension in Monolingual and ESL students**
Fataneh Farnia, *University of Toronto* (Canada), and Esther Geva, *Notario Institute for Studies in Education* (Canada)



UC LMRI Affiliated Project Releases Reports

UC LMRI's affiliated project, the **California Dropout Research Project (CDRP)**, has steadily been releasing a series of reports and policy briefs (available at <http://www.lmri.ucsb.edu/dropouts>) since August 2007.

The purpose of the project is to synthesize existing research and undertake new research to inform policymakers and the public about the nature of—and potential solutions to—California's dropout problem.

CDRP publishes several types of documents to make the research information that is produced accessible to policymakers, educators, and the public at large.

CDRP began in December 2006 and is scheduled to conclude in September 2008. Eight Research Reports and Policy Briefs are currently in print, and another seven will be released before the end of the project period.

Research Reports and Policy Briefs in print to date, include:

1. The Economic Losses from High School Dropouts in California (*August 2007*)
2. The Return on Investment for Improving California's High School Graduation Rate (*August 2007*)
3. Does State Policy Help or Hurt the Dropout Problem in California? (*October 2007*)
4. Can Combining Academic and Career-Technical Education Improve High School Outcomes in California? (*November 2007*)
5. Student and School Predictors of High School Graduation in California (*December 2007*)
6. California Schools that Beat the Odds in High School Graduation (*December 2007*)
7. Alternative Pathways to High School Graduation: An International Comparison (*January 2008*)
8. Giving a Student Voice to California's Dropout Crisis (*March 2008*)

There are also eight Statistical Briefs in print to date, including the most recent, #7: "**Which California Schools Have the Most Dropouts?**" and #8: "**Which California School Districts Have the Most Dropouts?**". Based on data from the California Basic Educational Data System (CBEDS), Brief #7 shows that just 100 high schools—out of 2,462 high schools in California—account for more than 40 percent of the state's dropouts.

The California State Department of Education collects data for CBEDS from all 2,462 public high schools. CDRP has taken the CBEDS data, and for the first time, enabled it to be sorted in a user-friendly way by county, district, school, enrollment, number of dropouts and dropout rates. In addition, CDRP has classified the data by type of school: "traditional" schools—regular

comprehensive high schools—and "non-traditional" schools, which include charter and alternative schools.

The entire list of schools is available at <http://www.lmri.ucsb.edu/dropouts/sb7table.php>.

And, finally, after 10 months of studying the state's dropout crisis and deliberating solutions, the CDRP's Policy Committee issued a blueprint for action: "**Solving California's Dropout Crisis.**" **Russell W. Rumberger**, director of UC LMRI and the CDRP, unveiled the report to the media at the Senate Office of Research in Sacramento on February 27, 2008.



L to R: State Assembly Member Jean Fuller; CDRP Director Russell Rumberger; State Superintendent of Public Instruction Jack O'Connell; State Senator Darryl Steinberg; and Paul Seave, Director, Gang and Youth Violence Policy Office of the Governor's office

The report documents systemic solutions to solving California's dropout crisis, based on building the capacity of the key educational institutions in the state—schools, districts, and the California Department of Education.

State Senator **Darrell Steinberg** (D-Sacramento), chairman of the Senate Select Committee on High School Graduation and a member of the CDRP Policy Committee commented, "This report shines needed light on a problem we cannot afford to ignore."

Assembly Member **Jean Fuller** (R-Bakersfield), and, like Steinberg, a member of the CDRP Policy Committee agreed, "I applaud Russ Rumberger for convening a legislative working group that can use the research he has conducted as a map for solving the dropout crisis."

"Coordination among all players—the state, school district and schools—is essential to raising graduation rates," said Rumberger. "We need to get serious about solving the dropout crisis and doing so will require a combination of pressure and support from the state, and commitment to implement reform standards in districts and schools where the problem is most severe."

Download the Policy Committee Report at: http://www.lmri.ucsb.edu/dropouts/pubs_policyreport.htm.



UC LMRI's Annual Conference May 2-3, 2008

Restrictive Language Policies and Educational Outcomes for English Learners: 10 Years After Proposition 227



Sacramento, California

Co-sponsored by Arizona State University's
Mary Lou Fulton College of Education

Keynote Speakers:

Alan Bersin, Member
California State Board of Education



and



Carlos Garcia, Superintendent
San Francisco Unified School District

Sheraton Grand Sacramento Hotel
General = \$95; Students (with ID) = \$35

Sample of Scheduled Presentations:

Laura McCloskey, Nathan Pellegrin, Karen Thompson, and Kenji Hakuta, *Stanford University*
Proposition 227 in California: A Long-term Appraisal of Its Impact on Language Minority Student Achievement

M. Beatriz Arias, *Arizona State University*
Teacher Preparation for Structured English Immersion: A View from Arizona

Miren Uriarte and Nicole Lavan, *Univ. of Massachusetts, Boston*
Latino Dropouts in the Boston Public Schools, Post-Unzs

Diane August, *Center for Applied Linguistics and Claude Goldenberg*, *Stanford University*
Restrictive Language Policies and Best Instructional Practices for English Learners: Match or Mismatch?

Registration and Further Information:

http://www.lmri.ucsb.edu/events/08_conf

LMRI News

Faculty Steering Committee Member Publication

Standardized testing that seeks to measure students' English language proficiency has improved significantly nationwide since 2001, when Congress passed the No Child Left Behind Act, according to "English Language Proficiency Assessment in the Nation," a report edited by UC LMRI Faculty Steering Committee Member, Professor **Jamal Abedi** in November 2007.

Such testing plays a critical role in the academic success of the nation's estimated 5 million English language learners. The No Child Left Behind Act mandated reliable, valid annual assessments of students' English proficiency. In response, the U.S. Department of Education awarded grants to four consortia of states in 2002, and directed each to create and field-test a state-of-the-art assessment.

This report is the first to summarize the progress of the four efforts and to report on the current testing landscape nationwide. It is available at: http://education.ucdavis.edu/research/ELP_Assessment.html.

Correction

In our last newsletter (Volume 17, Number 1), we announced new Steering Committee members **Jamal Abedi** and **Robert Ochsner**; however their affiliations were reversed. Professor Abedi is representing UC Davis and Professor Ochsner is representing UC Merced. We apologize for the error.

LMRI Staff

UC LMRI has experienced several staff changes in recent months. While continuing the search to permanently fill the Business Officer position (still open as of press time), **Doris Phinney** is assisting on a part-time basis in that role, and is available to answer questions regarding billing and payments.

We welcome **Jacob Jaffe** as UC LMRI's newest part-time student tech assistant. He replaces **Mark Erdmann**, who reluctantly decided to leave LMRI to be able to devote more time to school.



Jacob Jaffe

We also welcome **Kristen Ojala**, a graduate student now working part-time in the UC LMRI office in an administrative capacity. Kristen will play an increasingly important role in the upcoming months assisting in the coordination of the annual conference.



Kristin Ojala

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Reports in This Issue

The UC LMRI Newsletter features abstracts from UC LMRI Research Grant Award recipients and—as they are completed—the abstracts from their Final Grant Reports.

A searchable database of UC LMRI-funded Final Grant Reports can be found on the UC LMRI web site. (Abstracts featured in the newsletter are edited for space considerations.)

Dissertation Grant Reports can be found on the UMI ProQuest Digital Dissertations and Theses Database (http://www.proquest.com/products/pdf/descriptions/pgdr_start). Dissertations are available free from this site if your library is a Digital Dissertation subscriber.

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