Assessment and Accommodations for English Language Learners: Issues and Recommendations

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Notes


3. The term “English language learner” (ELL; see LaCelle-Peterson, M., & Rivera, C. (1994). Is it real for all kids? A framework for equitable assessment policies for English language learners. Harvard Educational Review, 64, 55-75) refers to students who are not native speakers of English and are not as proficient in English as the native speakers are. A subgroup of these students with a lower level of English proficiency is referred to as “limited English proficient” (LEP). The term LEP is used primarily by government-funded programs to classify students, as well as by the National Assessment of Educational Progress (NAEP) for determining inclusion criteria. In this policy brief we use English language learner (ELL) to refer to students who are not native English speakers and who are not reclassified as fluent in English.


See also Note 4, Abedi, Lord, Hofstetter, & Baker (2000).


17. See Note 15, Abedi & Leon (1999), and Note 7, Abedi, Leon, & Mirocha (2001).


