

Danielle Arico

Scholarly Journal Critique

The article I read this week was *Assessing English-language Learners in Mainstream Classrooms*, written by Susan Davis Lenski. Throughout this article, the author explained the growth of English-Language Learners or ELL inside schools. In 2002, ELL students made up almost ten percent of total school population, and this number keeps growing every year. Lenski, then explained that the achievement gap between ELL students and native English-speaking students grows each year due to this divide.

Lenski describes that there are four categories of ELL's and figuring out which type your student is will help them succeed inside the classroom. The four types of ELL's are (1) a new student with limited formal schooling, (2) a new student with adequate formal learning, (3) students exposed to two languages simultaneously, and (4) long-term ELL students. Placing students into these four categories will help the teacher assess the different needs of the students. For example, a new student with limited formal schooling may not be able to understand classroom culture and therefore might not know some rules. With these students we [teachers] need to be understanding of the students and take time to build a relationship with them.

Lastly, Lenski went into detail about different ways to assess ELL students in order to assure that they are learning properly inside the classroom. She continued on to explain adopting a multidimensional

approach including AA or alternative assessments. AA measures applied proficiency more than knowledge. These assessments might be better for ELL students since they might not be completely understanding the English language. This will allow the students to be tested of their knowledge on the subject rather than the language as well.

Overall, the article was very informative. The only downside of the article was some of the publications were outdated. Many of the sources used were from early to mid 2000 which is up to twenty years old. However, I enjoyed that Lenski presented informative knowledge about adapting to ELL inside a 'mainstream' classroom. Now more than ever ELL students are mingling inside all types of classroom therefore I believe the general education teacher should read and be aware of some suggestion she gave. This will help general education teachers be more inclusive.

Work Cited

Lenski, S. D., Ehlers-Zavala, F., Daniel, M. C., & Sun-Irminger, X. (2006).

Assessing English-Language Learners in Mainstream Classrooms. *The Reading Teacher*, 60(1), 24-34. doi:10.1598/rt.60.1.3