







vided their criteria for classification of English language learners, they may not flawlessly i-  
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tive assessment tools and methods. However, Chapter Seven turns to the issue of when and why to mainstream ESL students. This chapter, entitled "Moving ESL Students from ESL Programs to Mainstreamed Classrooms" (p. 184), offers a description of the multiple indicators the decision to exit a student should be based upon (p. 184). Indicators such as oral proficiency, written proficiency, and reading proficiency are discussed. However, the authors cautioned against one commonly used indicator of student performance, standardized tests, as they do not offer a well-rounded view of students skills and capabilities (p. 196). Lastly, when placing an ESL student into a mainstream classroom, Law and Eckes contended that the decision to move a student should never be the decision of one teacher, rather it should be the decision of a team of teachers with knowledge, familiarity, and insight into the

From the decisions of how, when, and why to mainstream ESL students, Law and Eckes moved onto the issue of grading in the next chapter, "Grading in a Communicative and Comprehensive Manner" (p. 205). In this chapter, they appealed to teachers to

clearly define and communicate to students what you will grade in a particular subject (p. 205). Likewise, Law and Eckes petitioned teachers to acknowledge that external factors, such as the emotional, intellectual, cultural, ethnic, and moral makeup of a student, can consciously or subconsciously affect the grade we give them (p. 213).

The authors moved in a logical sequence from grading to presenting grades and the results of student assessments to stakeholders in Chapter Nine, "Communicating Student Assessment Results to Stakeholders" (p. 214).

1 Law and Eckes addressed, discussed, and dissected the purpose of standards and why standards-based education is so prevalent in the United States today. They demonstrated the inherent inequity in standards-based education for ESL students by presenting the scenario of a high school-aged ESL student arriving at public school in the United States with no English, little to no prior schooling, and without literacy in her first language, yet being required to meet the same standards for graduation as other students. While standards-based education is not a component of alternative assessment, the authors connected broader school or statewide policies, such as standards-based education, to implications in assessment and the repercussions those policies can have in . In this sense, Law and Eckes covered every component of ESL education and their significance to assessment.

Finally, in the last chapter of the book Law and Eckes urged teachers to heed the plethora of advice dispensed throughout the

activities book, such as  
(Brown, 1998). When combined with a collection of alternative classroom assessment ideas from ESL and EFL teachers from around the world and a variety of integrative and practical alternative assessment methods,

becomes a more complete resource on alternative assessment within the ESL context.

Above all, Law and Eckes were able to impart to the reader that assessment is a cru-

cial job of teachers, and when entrusted with such an important task, educators must strive to learn about and pursue methods that best serve their students and their needs. Law and Eckes implored teachers to look outside the confines of traditional and standardized testing and to adapt their teaching to meet the needs of our changing society in order to ultimately ensure the success and productivity of our

## References

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