EDCI 520 - Section 001
Assessment of Language Learners

FALL 2009

Thursdays, 4:30 p.m. – 7:10 p.m   Enterprise Hall, Room 2xx

Associate Professor
Dr. Lorraine Valdez Pierce
Co-Coordinator, Multilingual/Multicultural Education Program
Ph.D., Georgetown University, Applied Linguistics

Mailing Address Graduate School of Education, CEHD, MSN 4B3
George Mason University, Fairfax, VA 22030-4444

Office Location Robinson Hall A, 3rd floor, Room 319

Office Hours Tues., 5:00 – 6:30 p.m. and by appointment on Mondays

If you are going to miss class or be late today: TEL: (703) 993-2050
To make an appointment, request, or ask a question: Email: lpierce@gmu.edu
To fax a document: FAX: (703) 993-4370

Course Prerequisites
Candidates admitted to the ESL and FL Initial Teacher Licensure Programs and to the Multilingual/Multicultural Education M.Ed. degree programs are *required to have completed at least EDCI 516 and EDCI 519 (ESL Methods) or 560 (FL Methods)*. If you have not yet completed the prerequisite courses or are not in any of these programs, *you may not enroll in this course without my written approval.*

Course Description
This graduate course provides an introduction to basic principles and current and innovative approaches to **classroom-based assessment of language learning students in ESL, bilingual education, foreign language, and grade-level classrooms in Grades PreK-12, Adult Education, and University programs.** The principles introduced in this course *are also applicable to native speakers of English in general education classrooms*.

Among the topics addressed are: applying research on language acquisition and teaching to instruction and assessment; embedding assessment of oral language, reading, and writing in daily instruction to monitor student progress; setting assessment purpose; ensuring reliability and validity; scaffolding assessments in the content areas; designing and using portfolios; using assessment as feedback for learning; developing scoring rubrics and other performance-based assessments; engaging students in peer and self-assessment; improving grading practices; reviewing language proficiency tests; assessing language learners with special needs; writing multiple-choice tests; using criterion-referenced vs. norm-referenced testing; and preparing students to take standardized tests.

Graduate students will have opportunities to both critically examine assessment

tools used in current practice and to develop their own. **This course is required for both ESL and Foreign Language teacher licensure as well as for the endorsement of teachers who are already licensed. It meets or exceeds NCATE, TESOL and ACTFL Standards for Teacher Preparation in assessment.**

Course Objectives*

Teachers/graduate students completing EDCI 520 will be able to:

1.   *Compare **purposes, advantages, and limitations** of standardized achievement tests to those of classroom-based assessments;

2.   *Define **basic concepts and terminology** used in assessment and student evaluation;

3.   ***Critically review language proficiency assessment measures** for validity, reliability, and cultural bias, and make recommendations for use with English and foreign language learning students (and native speakers of English);

4.   ***Identify issues in assessment of language learners with special needs**, such as learning disabilities or gifted and talented;

5.   ***Critically examine and develop assessment procedures and tools** for (a) the four language skills (listening, speaking, reading, and writing) and (b) the content areas;

6.   ***Link assessment to instruction** by designing a variety of assessments that are embedded within instructional activities;

7.   ***Draft clear and objective performance criteria** for language learning;

8.   ***Add scaffolding to assessment and instruction** for language learners and at-risk learners;

9.   ***Draft a student assessment portfolio** and involve learners in self-assessment; and

10.   ***Prepare language learning students to take standardized tests**.

*Students will be asked to use a personal computer for preparing course requirements, for accessing BlackBoard, and for contacting the instructor and classmates through email.

Class Web Page: Each student will access Blackboard using *his/her GMU email login name and password* to access course assignments and resource materials: https://gmu.blackboard.com/

Instructional approaches include: Whole class mini-lectures and demonstrations, workshops, small group and peer feedback sessions, field projects, videos, and homework assignments for applying principles discussed in texts and class. *Interacting in meaningful ways with other grad students/teachers during each class session is essential for success in this course.* **Student reports and projects will be evaluated** using performance-based, criterion-referenced scoring rubrics.

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GSE Statements of Expectations/Behaviors/Attitudes

The Graduate School of Education (GSE) expects that *all students* abide by the following principles:

1. Students are expected to exhibit *professional behavior and dispositions*. See http://gse.gmu.edu for a listing of these dispositions.

2. Students must follow the guidelines of the *University **Honor Code**.* See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

3. Students must agree to abide by the university policy for ***Responsible Use of Computing.*** See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

4. Students with ***disabilities who seek accommodations*** in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

5. ***Cell Phones OFF****:* Students are required to keep all cell phones turned off during class. In case of a campus emergency, the instructor will be notified on her cell phone.

Inclement Weather/Emergency Policy
In case of snow, hurricanes, other bad weather, or security emergencies, call 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.

MASON ALERT
Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to http://alert.gmu.edu

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Course Requirements*

1. **Language Proficiency Assessment Poster**   **20%**   **Poster Presentation** *[Team Project]** (due Week 6)

2. **Special Needs Assessment Review**   **25%**   **Article Critique & Panel Discussion on Spec. Needs Assmt.** *[Individual +Team Project]** (due Week 10)

3. **Classroom-Based Assessment Project**   **35%**   **Develop Assmts. FOR learning** *[Individual Project]* (due Week 15)

*Maximum of 3 class members per team

Save each project both on a CD-Rom and in a paper copy to submit to the Instructor.

Textbooks

Required Texts

O'Malley, J. M. and Valdez Pierce, L. (1996). ***Authentic assessment for English language learners: Practical approaches for teachers***. New York: Pearson Longman.

Stiggins, R. (2008). 5th Ed. ***Student-involved assessment FOR learning.*** Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Additional Required Readings available either online or in class.

Recommended Texts

Arter, J. & J. McTighe. (2001). ***Scoring rubrics in the classroom***. Thousand Oaks, CA: Corwin Press.

Blaz, D. (2001). ***Collection of performance tasks and rubrics: Foreign languages***. Larchmont, NY: Eye on Education.

Guskey, T. R. & J. M. Bailey. (2001). ***Developing grading and reporting systems for student learning***. Thousand Oaks, CA: Corwin Press.

Class Schedule

Prepare to discuss the assigned readings during the week in which they appear.

Week/ Date	Topics & Assigned Readings
1 9/3	**INTRO TO THE COURSE: Course OBJECTIVES & REQUIREMENTS.** Balanced assessment systems. Sound classroom assessment practices, student confidence, and student success. Classroom and program levels of assessment use. Variety of assessment purposes. Assessment used to BENEFIT student learning: Assessment FOR Learning. *Readings O'Malley & Pierce, Ch. 1; Stiggins, Intro. & Chs. 1 - 2*
2 9/10	Defining Achievement Standards for Assessment. Designing Quality Assessments. Validity & Reliability. *Readings O'Malley & Pierce, Ch. 2; Stiggins, Chs. 3 & 4*
3 9/17	**ASSESSMENT OF LANGUAGE PROFICIENCY for Program Placement.** Assessment for program placement. English Language Proficiency Tests. ACTFL Assessments. State-required Tests. *Readings Abedi, J. (2007) English Lang. Proficiency Assmt in the Nation; Porter & Vega, Overview of Existing Engl Lang Proficiency Tests, Appendix A. (Pages 81 – 102 and Pages 133 – 189)* *http://education.ucdavis.edu/research/ELP_Report.pdf* *Liskin-Gasparro (2003), The ACTFL Prof Guidelines and the Oral Proficiency Interview; Malone, Research on the Oral Proficiency Interview* **(see Bboard Class Web Site for links)** **Bibliography of Readings on Oral Proficiency Assessment (OPI)** **http://lrc.cornell.edu/events/past/2001-2002/bib_opi**
4 9/24	**ASSESSMENT OF ORAL LANGUAGE.** Trends in Foreign Language Assessment. *DEMO: Designing a valid & reliable scoring rubric.* *Readings O'M & VP, Ch. 4* *Thompson (2001), "Foreign Language Assmt.: 30 Yrs..."* *http://www.cal.org/resources/archive/news/200012/assessment.html*
5 10/1	**ASSESSMENT OF ORAL LANGUAGE FOR STATE STANDARDS.** Structured interviews for oral language assessment. Performance Assessment. **Demo: Information Gap.** *Video: Fresh Start Interviews.* *Readings Stiggins, Ch. 7*
6 10/8	**ASSESSMENT OF READING**. Decoding skills. Assessing reading strategies. Cloze tests. Running Records. Anecdotal Records. Miscue Analysis. Common Test Techniques. **Assessment Toolbox Workshop.** *Language Proficiency Assmt. Poster Presentations.* *Readings O'M & VP, Ch. 5*

7	10/15	**ASSESSMENT OF READING, PART 2**. Comprehensible Input. Insuring validity and reliability. Selected Response Assessment. *Self-Study: 7 Approaches to Scaffolding Assessments.* *Readings Stiggins, Ch. 5*
8	10/22	**Diagnostic ASSESSMENT OF READING FOR STATE STANDARDS.** Informal Reading Inventories. DRA , DRP, QRI. Testing Overall Language Ability. Selected Response Assessment. **Mid-term Feedback Forms.** *Readings Stiggins, Ch. 5*
9	10/29	**ASSESSMENT OF WRITING. SELF-ASSESSMENT and PEER ASSESSMENT**. The critical relationship between self-assessment & achievement. *DEMO: Self-Assessment Workshop. ASCD Video: Self- and Peer Assessment* *Readings O'M & VP, Ch. 3; Stiggins, Ch. 6*
10	11/5	**Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS**. What are the issues? What does valid and reliable assessment look like? Assessment Bias. Assessing Students with Disabilities and English Language Learners. <mark>**Due Today:** *Special Needs Assessment Critique & Panel Discussions.*</mark> *Readings Readings assigned to each panel.*
11	11/12	**ASSESSMENT OF WRITING FOR STATE STANDARDS**. From sentence to essay. Text structures. Testing grammar & vocabulary. Process writing. Using Anchor Papers. *EXPLODING a scoring rubric.* *Readings O'M & VP, Ch. 6*
12	11/19	**ASSESSMENT IN CONTENT AREAS. GRADING POLICY & PRACTICE.** Content area standards. Converting rubrics into grades. *Readings O'M & VP, Chs. 2 (pp. 29-31) & 7; Stiggins, Ch. 11*
13	11/26	**NO Class – Thanksgiving Break**
14	12/3	**PORTFOLIO ASSESSMENT.** Types of portfolios. Essential elements of portfolios. Managing portfolios. Using portfolio results for improving instruction. Assessment as feedback. *Sample Student Portfolio. DEMO: Portfolio Planning Workshop.* <mark>*Bring Draft of Classroom-Based Assmt. Project for Peer Feedback.*</mark> *Readings O'M & VP, Ch. 3; Stiggins, Ch. 12*
15	12/10	**ASSESSMENT FOR ACCOUNTABILITY.** What do Standardized Test Scores mean? Appropriate & Inappropriate Test-Preparation. 3 Teacher Responsibilities. **Course evaluations. Feedback Forms. Materials Release Forms.** <mark>*DUE Today or no later than Mon., Dec. 14th: Classroom-Based Assessment Project*.</mark> *Readings Stiggins, Ch. 13*

**Teachers of English to Speakers of Other Languages (TESOL) &
National Council of Accreditation for Teacher Education (NCATE)**

TESOL Professional Standards for ESL PreK-12 Teacher Licensure

Domain 1: Language

Domain 2: Culture

Domain 3: Planning, Implementing, & Managing Instruction

Domain 4: Assessment

Domain 5: Professionalism

DOMAIN 4: ASSESSMENT

Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

Standard 4.c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

To see detailed descriptions of TESOL Domains, Standards, performance indicators, and rating scales, please see entire document at:
http://www.ncate.org/documents/ProgramStandards/tesol.pdf

Teaching Internships

For both the *ESL* and *FL TEACHING INTERNSHIP Portfolio in this program*, you will be expected to show evidence of having met each of the Professional Teaching Standards (for TESOL and ACTFL, respectively) by your performance in this assessment course.

Therefore, *be sure to keep all of your projects from this course*, including the instructor's comments on your papers and other work.

**American Council on the Teaching of Foreign Languages (ACTFL) &
National Council of Accreditation for Teacher Education (NCATE)**

ACTFL Program Standards for the Preparation of Foreign Language Teachers

6 Content Standards at- a-Glance

Standard 1:   **Language, Linguistics, Comparisons**

Standard 2:   **Cultures, Literatures, Cross-Disciplinary Concepts**

Standard 3:   **Language Acquisition Theories & Instructional Practices**

Standard 4:   **Integration of Standards into Curriculum & Instruction**

Standard 5:   **Assessment of Languages & Cultures**

Standard 6:   **Professionalism**

Goal 5: Assessment of Languages and Cultures

Standard 5.a. Knowing assessment models and using them appropriately.
Candidates believe that assessment is ongoing, and they demonstrate knowledge of
multiple ways of assessment that are age- and level-appropriate by implementing
purposeful measures.

Standard 5.b. Reflecting on assessment. Candidates reflect on the results of student
assessments, adjust instruction accordingly, analyze the results of assessments, and
use success and failure to determine the direction of instruction.

Standard 5.c. Reporting assessment results. Candidates interpret and report the
results of student performances to all stakeholders and provide opportunity for
discussion.

Note: The National Council for Accreditation of Teacher Education (NCATE) now *requires
PERFORMANCE ASSESSMENT* in teacher education programs, and this is one reason
why this program is requiring a reflective portfolio for candidates in pre-service teacher
licensure programs. For details on the ACTFL standards, go to
http://www.ncate.org/documents/ProgramStandards/actfl2002.pdf