

EDCI 520.60R
Assessment of Language Learners
FAST TRAIN, Fall 2010

4:30 pm to 7:10 pm

Krug Hall, Room 3

Instructor: Kate Montgomery, M.Ed.
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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 PK-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.**

Course Objectives

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

1. **Compare purposes, advantages, and limitations** of standardized tests to those of alternative assessments; compare purposes, advantages, and limitations of standardized tests to those of alternative assessments;
2. **Define concepts and terminology** used in traditional assessment and in innovative approaches to assessment;
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 and/or gifted and talented;
5. **Critically examine and develop assessment procedures and tools** for (a) the four domains (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 computer for preparing course requirements, for accessing Blackboard, and for contacting the instructor and classmates through email.

Blackboard: Each student will access Blackboard using his/her GMU email login name and password to access additional class info: <http://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 (see pp. 27-29).

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.
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:** Students are required to keep all cell phones turned off/silent during class.

Inclement Weather/Emergency Policy

In case of inclement or security emergencies, call 993-1000 or visit 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>

Course Requirements

- | | | |
|------------------------|-----|---|
| 1. Scaffolding Project | 30% | Add scaffolding to assessment activities.
(due Class 6, 10/6) |
| 2. Field Project | 35% | Design & pilot test an assessment activity; or
analyze current practice & make
recommendations; or administer & critique a
standardized test.
(due Class 11, 11/10) |
| 3. Final Project* | 35% | Develop Performance-Based Assessments.
(due Class 14, 12/8) |

*The Final Project can be conducted in teams of up to three class members.

Textbooks

Required Texts

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

Hughes, A. (2003). *Testing for language teachers*. 2nd ed. Cambridge, UK: Cambridge University Press.

Recommended Texts

Educational Testing Service, R. Stiggins, J. Arter, J. Chappius, & S. Chappius. (2007). *Classroom assessment for student learning*. Upper Saddle River, NJ: Prentice-Hall.

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

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

Marzano, R. J. (2006). *Classroom assessment & grading that work*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wormeli, R. (2006). *Fair isn't always equal: Assessing & grading in the differentiated classroom*. Portland, ME: Stenhouse.

Class Schedule

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

Date	Topics & Assigned Readings
1 9/1	<p>Class 1: INTRO TO THE COURSE: OBJECTIVES, TEXTS & REQUIREMENTS, DEFINING TERMS. VALIDITY & RELIABILITY IN ASSESSMENT. Importance of assessment purpose. Different types of assessments. Limitations and strengths of traditional and performance-based assessments. Validity and reliability. Beneficial backwash. Introductions. Syllabus. Course projects. Sign up for groups for Final Project.</p> <p>Readings O'Malley & Valdez Pierce, Ch. 1; Hughes, Chs. 1-6</p>
2 9/8	<p>Class 2: SCAFFOLDING ASSESSMENTS. Students demonstrating what they have learned. DEMO: Approaches to scaffolding assessments. Scaffolding workshop. Scaffolding Project.</p> <p>O'Malley & Valdez Pierce, Ch. 1</p>
3 9/15	<p>Class 3: ASSESSMENT OF ORAL LANGUAGE. What is oral language? How to assess oral language.</p> <p>Readings O'M & VP, Ch. 4; Hughes, Chs. 10 & 12</p>
4 9/22	<p>Class 4: ASSESSMENT IN THE CONTENT AREAS. Common testing techniques. Writing multiple choice questions. Assessing language and vocabulary vs. content knowledge. Accommodations.</p> <p>Readings O'M & VP, Ch. 7, Hughes, Chs. 7-8</p>
5 9/29	<p>Class 5: ASSESSMENT OF READING. What works in reading instruction and assessment. Assessing use of reading skills and strategies. WIDA Access Reading Samples. Reading rubrics.</p> <p>Readings O'M & VP, Ch. 5; Hughes, Ch. 11</p>
6 10/6	<p>Class 6: ASSESSMENT OF READING FOR STATE STANDARDS. Unwrapping the Virginia Standards of Learning. VGLA.</p> <p>Readings O'M & VP, Ch. 5; Hughes, Ch. 11</p> <p>DUE today: Scaffolding Project</p>

7	10/13	<p>Class 7: SCORING RUBRICS. Rubric design. Tailoring rubrics to purpose of assessment.</p> <p>ETS, Ch. 7 (E-Reserves)</p>
8	10/20	<p>Class 8: SELF-ASSESSMENT and PEER ASSESSMENT. The critical relationship between self-assessment & achievement. DEMO: Self-Assessment Workshop.</p> <p>VALIDITY AND RELIABILITY REVISITED.</p> <p>Readings O'M & VP, Ch. 6 (pp. 151-160)</p> <p>Midterm Course Evaluation forms.</p>
9	10/27	<p>Class 9: ASSESSMENT OF WRITING. Using Anchor papers and rubrics to assess writing. Inter-rater reliability training session using holistic scoring rubrics.</p> <p>Readings O'M & VP, Ch. 6; Hughes, Chs. 9 & 13</p>
10	11/3	<p>Class 10: ASSESSMENT OF WRITING. Issues in writing assessment. Writing conferences.</p> <p>Readings O'M & VP, Ch. 6; Hughes, Chs. 9 & 13</p>
11	11/10	<p>Class 11: ASSESSMENT OF DISABILITIES AND GIFTED AND TALENTED LEARNERS. What does valid & reliable assessment look like for these purposes?</p> <p>Guest Presenter: Berthica Rodriguez-McCleary</p> <p>Reading "Discarding the Deficit Model" (Harry & Klinger, 2009)</p> <p>Due Today: Field Project</p>
12	11/17	<p>Class 12: PORTFOLIO ASSESSMENT. Types of portfolios. Essential elements of portfolios. Managing portfolios. Sample Student Portfolios. Portfolio Planning Workshop.</p> <p>GRADING. Grading value statements.</p> <p>Readings O'M & VP, Ch. 3, Ch. 2 (pp. 29-31); ETS, Ch. 10-11 (E-Reserves)</p>
	11/24	No class. Thanksgiving Break.
13	12/1	<p>Class 13: ASSESSMENT OF LANGUAGE PROFICIENCY for PROGRAM PLACEMENT. State and federal requirements for program placement. Multiple sources of information.</p> <p>Guest Presenter: Jean Bender</p>

	Reading http://www.colorincolorado.org/educators/assessment/identification
14 12/8	Class 14: TEACHER COLLABORATION GROUPS. Importance of teacher collaboration in assessment. DEMO: Forming a Teacher Collaboration Group. Share Final Projects. GMU FAST TRAIN Course evaluations. DUE Today: Final Project

The topics listed for each class meeting are subject to change at the instructor's discretion.

Teachers of English to Speakers of Other Languages (TESOL)

***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.

For the ***ESL TEACHING INTERNSHIP Portfolio in this program***, you will be expected to show evidence of having met each of the standards listed in the box above by your performance in this course.

Therefore, ***be sure to keep all of your projects from this course.***

Post your projects to TaskStream and send each of your projects to the instructor via email for documentation purposes.

Assessment of Course Projects

In assessing your work, my goals are: to provide you with feedback for improvement, to determine the extent to which you have met the standards and criteria for performance, and to be as fair and objective as possible.

1. I will provide each of you with individual feedback on your projects. This feedback will not only reflect the extent to which you have met the standards for performance but also how you can do better on your next project. The criteria for each project are quite similar. The feedback may include suggestions for improving critical thinking, linking assigned readings to your project, elaborating on implications, or improving writing skills for graduate level work. If you need clarification on my ratings or feedback, let me know.

2. Each graduate student's project will be assessed using the criteria specified in the Scoring Rubric for each project. If you would like to see what other students have produced for each project, please check on Blackboard. To assess each project, I conduct a blind, criterion-referenced assessment; I do not know the identity of the author of the project I am rating. I assign a rating on the merits of the project itself as it compares to the criteria specified in the scoring rubric. This is why it is very important that you meet each criterion on the scoring rubric. I will most likely not know your identity until after I have finished reading all projects and begin to record the scores.

Grading Scale for FAST TRAIN:

A+ = 100	4.0
A = 94-98	4.0-3.8
A- = 90-93	3.7-3.4
B+ = 85-89	3.3-3.1
B = 80-84	3.0-2.7
C = 70-79	2.6-2.0 does not meet licensure requirements or Level I award recommendation
F	Does not meet requirements of the Graduate School of Education

Course grades will be calculated by multiplying the rating received for each project by its assigned weight on the syllabus and then tallying the subtotals for a total score. For example, if a student achieves a total score of 3.9– 4.0 (on a 4.0 scale), he/she will receive an A. As or A minuses will be assigned to final scores totaling 3.7 or above. [Pluses (+) and minuses (-) are optional and may be assigned at the discretion of the instructor.] Total course scores from 3.0-3.6 will be assigned a B or B plus and scores at 2.6 or below will receive a C. This grading policy is based on past experience using scoring rubrics to assign course grades.

Attendance Policy

FAST TRAIN students are expected to attend **ALL** class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as a whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result, lower the grade as stated in the course syllabus (Mason catalog).

GMU Email: Web: www.gmu.edu/email

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason -mail account and are required to activate that account and check it regularly (Mason catalog).

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work (Mason catalog).**

Honor Code: Faculty Responsibilities

Faculty members have a responsibility for maintaining the integrity of the learning and testing process. They should explain at the beginning of each semester what would be considered an integrity violation in their courses. Special attention should be given to the subject of plagiarism. Faculty members may actively proctor exams in situations that they believe warrant it.

At the beginning of each semester, faculty members have the responsibility of explaining to their classes their policy regarding the Honor Code. They must also explain the extent to which aid, if any, is permitted on academic work.

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog).

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next

semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract should be provided to the FAST TRAIN office.

The Professional Development Portfolio

The Professional Development Portfolio is a collection of carefully selected materials and targeted reflections that provide a record of teaching experiences and growth. It documents a teacher candidate's knowledge, skills, and ability to teach. A performance-based document, the portfolio synthesizes learning from the teacher candidate's coursework and school-based experiences and includes multiple sources of data that should be gathered and developed in the teaching-learning process.

All FAST TRAIN licensure courses have a required Performance-Based Assessment (PBA). The required PBAs for this course are the Scaffolding Project and the Field Project. These assignments must be posted to Task Stream, where they will be reviewed and graded.

Additionally, students are required to submit both a mid-point portfolio reflective paper after completing three licensure courses and a final reflective after completing the final licensure courses. Both the mid-point and final portfolio will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website:

http://gse.gmu.edu/fasttrain/programs_of_study/portfolio/ for more information.

Other Assessment Issues

Plagiarism: Plagiarism is using an author's exact words as they appear in print without using quotation marks and/or without citing the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code. Evidence of plagiarism will result in a rating of 1 and a note to the Dean's office. Avoid using authors' exact words at all; instead, paraphrase in your own words. Your papers are too short to submit somebody else's words.

Double dipping: Projects or papers submitted for credit in one course cannot also be used for a grade in a different course.

George Mason University
College of Education and Human Development
Professional Performance Criteria
Dispositions for a Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet CEHD grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the College of Education and Human Development expects its students to develop and exhibit the following:

- I. Commitment to the Profession**
 - a. Promoting exemplary practice
 - b. Excellence in teaching and learning
 - c. Advancing the profession
 - d. Engagement in partnerships

- II. Commitment to Honoring Professional Ethical Standards**
 - a. Fairness
 - b. Honesty
 - c. Integrity
 - d. Trustworthiness
 - e. Confidentiality
 - f. Respect for Colleagues and students

- III. Commitment to Key Elements of Professional Knowledge**
 - a. Belief that all individuals have the potential for growth and learning
 - b. Persistence in helping individuals succeed
 - c. High standards
 - d. Safe and supportive learning environments
 - e. Systematic planning
 - f. Intrinsic motivation
 - g. Reciprocal, active learning
 - h. Continuous, integrated assessment
 - i. Critical thinking
 - j. Thoughtful, responsive listening
 - k. Active, supportive interactions
 - l. Technology-supported learning
 - m. Research-based practices
 - n. Respect for diverse talents, abilities and perspectives
 - o. Authentic and relevant learning

- IV. Commitment to Being a Member of A Learning Community**
 - a. Professional dialogue
 - b. Self-improvement
 - c. Collective improvement
 - d. Reflective practice
 - e. Responsibility
 - f. Flexibility
 - g. Collaboration

- h. Continuous, lifelong learning
- V. **Commitment to Democratic Values and Social Justice**
 - a. Understanding systemic issues the prevent full participation
 - b. Awareness of practices that promote equity and access
 - c. Respects the opinion and dignity of others
 - d. Appreciates and integrates multiple perspectives

Adopted by GSE – May 2004

I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education.

Signature

Date

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education

About your Current Teaching Status

To fulfill the requirements of this course, you will need direct access to students and instructional and assessment materials in classroom settings.

1. You are currently teaching in an ESL/FL/Immersion classroom on a part- or full-time basis. You can work with these students to meet course requirements.
2. You are currently teaching in a classroom, but not with ESL/FL/Immersion students. You will need to talk with teachers in one of these settings and observe their students.
3. You are not currently teaching in a classroom. You will need access to curriculum and assessment materials and students. Some options include:
 - A. Volunteer to help *a teacher you already know* in Category 1 above (perhaps from previous field experiences) with assessment activities. This has been a successful approach for many students.
 - B. Work as a substitute teacher in Category 1 on a short or long-term basis. Work with the needs of these students to meet course requirements.
 - C. Team up with someone in this course who is willing to share his/her students with you.

Guidelines for Working in Teams

Teachers who want to work together as a team need to discuss carefully each team member's role in the project. Each of you should take a lead role, but you should not proceed without getting feedback from your team members and informing them of your progress, consulting them for ideas, and so on. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each.

Lead roles may include:

- Presenting assessment models and rubrics to the team for feedback;
- Identifying outside readings that can inform your project and sharing them with the team;
- Presenting ideas on how to address issues of validity and reliability;
- Drafting an outline of the team project; and
- Preparing the initial draft of the written report.

Team Process Assessment

To provide your team and this instructor with feedback on your perceptions of how the team functioned as a unit, you will be asked to complete and submit a Team Process Assessment form (see next page). With this form, you will indicate how each team member fulfilled his/her lead role as well as how you feel about how your participation contributed to the success of the group. The Team Process Assessment form assures individual accountability of each team member and provides the instructor with insights as to how you perceive teammates' contributions. This information will be confidential.

Scoring Procedures

Members of each team will receive the same team grade.

Team Process Assessment

Your name _____ Lead role _____

Your teammates' names _____ Date _____

Circle one response or write a response for each item.

1. Assessment of Team Process

A. How did your team work together as a single unit?

Very well

Well

Not very well

B. How could your team have improved its performance?

2. Assessment of Peers

A. What was the level of productivity and collaboration of your peers?

Very high

High

Not high enough

B. Make a statement to support your choice in the preceding statement.

3. Assessment of Self

A. How would you rate your own level of productivity and collaboration?

Maximum

Acceptable

Minimum

B. How could you have improved your contribution to your team?

4. Other comments?

Please submit this form separately from your team project.

Scaffolding Project

Purpose: To apply the principles of scaffolding to assessment activities and to adjust scaffolding to match learners' language proficiency level.

Tasks: To add scaffolding to two assessment activities: one that is given to you and one that you provide (preferably one that you designed for your own students before taking this course).

1. You will be given two sample assessment activities for different levels of English. Choose ONE of the sample activities provided and prepare a new and improved activity. Add scaffolding to the assessment activity that will reduce the language demand on the learner. The three most useful approaches for accomplishing this would be:

1. Simplifying language
2. Providing choices
3. Using visuals and graphics

Make as many modifications as applicable to the activity (at least three) to make the content accessible to beginning or intermediate language learners, based on the handout. Propose scoring criteria for assessing the students' performance based on the assessment activity.

2. In addition to the activities I give you, you are to identify one assessment activity that you have used in the past or that you propose to use with a group of students. You can take an assessment activity such as a story retelling, an oral report, or open-ended questions. A constructed response requires students to listen, speak, read, or write to demonstrate their competence in the language. If you do not include this part of the project, you will receive a rating of 2.0 or C on this project. Attach your original assessment activity and your revised one showing scaffolding you have added for beginning or intermediate language learners.

3. To write your Scaffolding Project narrative, provide an introduction to each activity you scaffolded, followed by a description of each one. First, identify the limitations of each activity and the obstacles they pose to language learners. Then, explain the scaffolding that you added to each assessment activity. For example, if you simplified the language, explain in detail (and with examples from the activity itself) how you did this. Use citations from our course texts to support your modifications. Use subheadings naming each activity.

4. Use citations from the assigned readings to justify all modifications that you make to the assessment activity. Do not use the authors' exact words or use quotes from the books. Use your own words (paraphrase).

5. Include the proposed scoring criteria for each assessment activity. What dimensions or categories will you be assessing your students on? Justify how you came up with your scoring criteria, including the number of points to be used. Explain how you will rate student work using the criteria. (This project will be evaluated primarily on the scaffolding you provide rather than on the criteria and how you assess them.)

6. Write a conclusion summing up your reflections and what you learned.

Project Guidelines

1. Use APA style.
2. Submit a maximum of six double-spaced pages for the narrative and as many pages as you need for attachments. Attach and clearly label each of the following:
 - The revised activity you developed from those provided (1 page)
 - Your own original assessment activity (1 page)
 - The revised version of your own activity (1-2 pages).

Label each attachment (e.g., Appendix A, B, C) in the order in which you mention it in your narrative. Proofread your narrative carefully for stylistic and formatting errors. I encourage you to have someone read your paper for you before you hand it in.

3. For examples of Scaffolding Projects from past semesters' classes, check Blackboard.

Due on Wednesday, October 6, 2010

Please submit this project to TaskStream.

Field Project

Purpose: To show that you can apply principles acquired in this course to your own or another teacher's approach to assessment.

Process: To conduct the Field Project, you will need to work in a classroom setting. You have three options:

- A. Try out and pilot test an assessment with your own students;
- B. Analyze another teacher's approach to assessment; or
- C. Try out and critique a standardized test.

Examples:

- A. You try out with students an assessment tool (such as an analytic scoring rubric for oral language) and make suggestions for improving the process based on this experience;
- B. You are not currently teaching and decide to analyze your observations of one teacher's approach to language and/or content area assessment; or
- C. You try out a standardized test (such as the IPT) with a group of students and critique the test.

Option A

Adapt or modify and then try out (pilot test) an assessment tool, such as a checklist or rating scale, with an accompanying assessment activity for listening, speaking, reading, writing, or a content area. Make sure your assessment tool and activity are performance-based and based on the assigned readings, class discussions, and any outside readings you have done. This option is best suited for those currently teaching in a classroom setting.

Describe the design of the assessment tool and procedures. Explain why you chose a rating scale over a scoring rubric and justify your choice of scoring format in light of assigned readings. Describe how you provide:

1. Visible criteria,
2. Scaffolding based on students' age and language proficiency, and
3. Appropriate format.

Pilot test your assessment by trying it out in an actual classroom setting with students.

Describe the instructional context. What have students already learned that is relevant to your assessment?

You will submit a written report on this experience (including rubrics and/or other materials used) with a rationale for your assessment choice, lessons learned, and suggestions for revising your assessment approach. Attach the original scoring rubric, checklist, or rating scale, the adapted tool, and samples of student work.

Option B

Analyze teacher-made assessments used by an ESL/bilingual teacher, and make recommendations based on assigned readings, class discussions, and pertinent outside readings. This option is best suited for those not currently teaching in a classroom setting.

You will need to meet with a teacher to discuss how he/she handles assessment issues (e.g., oral language, reading or writing assessment). What does the teacher do for assessment? Which challenges does he/she face? Which approaches does he/she recommend? Is the teacher using mostly multiple-choice and short answer tests? Is the teacher documenting student learning and using checklists, rubrics, or other performance-based tools? Look for missed opportunities for documenting student learning and make recommendations for developing assessment tools based on our assigned readings.

You will submit a written report on your findings (including sample assessment materials used by the teacher being observed) and make recommendations in your paper for improving the effectiveness of current practice and bringing it in line with cognitive/constructivist approaches to assessment and instruction. The observation should be a minimum of two visits, two to three hours each.

Option C

Try out and critique a standardized or school-district-developed test, scoring rubric, or assessment procedure with several students. Critique the assessment based on the scoring rubric for this project. The test might be a language proficiency test or an achievement test. Describe the target population with whom you use your test. Describe any observations you make about how students interact/perform on the assessment. Make recommendations for improving the test for the target student population. Comment on your perceived sense of the validity and reliability of the test based on assigned class readings (rather than on what the publisher of the assessment says).

Project Guidelines

Organize your report to include the following information:

- 1. Introduction.** Briefly describe your option choice, assessment purpose, and target population.
- 2. Target Population.** Who are the students? (e.g., intermediate-level ESL, 3rd grade) What are their learning needs and strengths? How were these determined? What prior knowledge/experience do students bring to the assessment or the process of the assessment?
- 3. Data Collection Process.** How did you collect the data (observations, interviews, how many hours you observed, which classes you observed)? What is the purpose of the assessments you are reviewing/designing? Do the tools match the purpose? What is your experience with

4. Discussion

OPTION A: Implementation and Reflection. If you choose Option A, describe how you selected your assessment and with whom you used it (five students is a recommended minimum number). How would you revise your assessment tools and procedures based on the results of the pilot test? Your self-assessment (analysis and reflection) and recommendations for revision of the assessment tools should be the longest section of your report.

OPTION B: Observation and Analysis. If you choose Option B, describe how the teacher's approach to assessment reflects his/her approach to instruction. Give as many examples as possible. Your analysis should be the longest section of your report. If you see missed opportunities for assessment, make suggestions for addressing this. If you see that the teacher is not using research-based approaches to teaching and assessment, make suggestions for improving his/her practice in your paper.

OPTION C: Test Critique. If you choose Option C, describe the purpose of the test and norming population. Give examples from the test to support the points you make about validity (and cultural or linguistic bias) and reliability. What does the test actually measure? What are the strengths and limitations of the test for use with your target population? How did the students interact with/ performing on the test? What types of additional assessments would you need to use in conjunction with the test to get a more complete picture of the students' linguistic and academic skills?

5. Validity and Reliability. What steps do you suggest for ensuring content and consequential validity and intra-rater and inter-rater reliability of the assessment?

6. Conclusion. Include a conclusion that synthesizes the points made in your paper (issues identified and addressed).

Other Considerations

- Use Citations. Provide citations to the assigned readings throughout your to support the design, your observations, to inform lessons learned, and to make recommendations for improving practice. The purpose of referencing assigned readings is to determine if you are connecting what you have read in this course with your course projects. You can challenge yourself by citing additional outside readings that specifically address your assessment topic.
- Use APA style.
- State specifically which option you have chosen on the cover page (e.g., Option A: Pilot Test).
- Limit the narrative to six, double-spaced typed pages. I will not read past six double spaced pages. You can add additional pages of sample assessment tools and samples of student work. Proofread your narrative carefully for stylistic and formatting errors. I encourage you to have someone else read your paper for you before you hand it in.

EDCI 520 Assessment
FAST TRAIN, Fall 2010

Kate Montgomery
Course Syllabus

- For examples of Field Projects from prior semesters' classes, check Blackboard.
- Submit your field experience hours form signed by a supervisor via email.

Due on Wednesday, November 10, 2010

Please submit this project to TaskStream.

Final Project (Classroom-Based Assessment Project)

Purpose

Unlike the Field Project, the Final Project is an assessment prototype. It is a proposal for something that you PLAN to do with your students or teacher colleagues.

In lieu of a final examination, the Final Project will demonstrate each graduate student's ability to apply the required readings to a self-selected project. You will clearly provide support for developing the project through citations to assigned and outside readings. References to outside readings should directly address your topic and be limited to recently published professional journals and books on assessment (rather than methods books). All proposed activities must be original. I encourage you to be innovative, authentic, and accurate.

In this project, build on what you have learned from your previous projects in this course and make proposals for improving assessments that you have used or seen used. The process of developing your own project is just as important as the product of your work.

Task

You will adapt and design a set of assessment activities and tools to assess students' language of a particular content area. Important: You will focus on assessing the students' language of a particular content area, rather than on the students' content knowledge—the language of language arts, the language of social studies, the language of science, the language of math. Although it is impossible to completely separate language from content, you will need to focus on assessing language.

You may select your assessment tools from the assessment toolbox and our required textbooks (but do not select anecdotal records). You will adapt these original tools for your target population and assessment purpose, and explain how you adapted them. Start with a model that suits your assessment purpose. Include directions and student handouts. Adapting means changing the language and the format of the assessment tool, not using the same exact words or format as the original. You must include a rubric, rating scale and/or checklist to assess student work, and at least one of your assessment tools must be a student self-assessment. No blank graphic organizers or originals, please. Identify and attach original assessment tools if these are not from our required textbooks. If they are in our textbooks, refer to them by page and figure number. NO assessment tool will be entirely your original work, so give credit to the original source and explain how you changed. Cite the author(s) of the original tool you used on the tool itself, at the bottom of the page.

1. Choose the language level of your target learners:

- Beginners
- Intermediates

2. Choose one language skill to assess:

- Reading
- Writing
- Oral language

3. Choose standards on which to base your assessment activities and tools:

Language standards:

English Language Proficiency Standards and/or

Content/Grade-level standards:

Language Arts
Social Studies
Science
Math

4. Develop at least one performance-based assessment activity and three different assessment tools to assess the students' performance of this activity. You must include a self-assessment tool.

Example:

- **Assessment activity:** A writing prompt (on a language arts, social studies, science, or math topic) for intermediate-level ESOL students in middle school
- **Assessment tools:** 1) peer assessment rating scale 2) self-assessment checklist 3) a writing rubric for teacher use (holistic or analytic)

There will be opportunities to get peer and instructor feedback prior to handing in the final draft of your Classroom-Based Assessment Project:

Project Guidelines

Organize your narrative to include the following information and suggested subheadings:

- 1. Assessment Category.** Explain the category (e.g., Assessing writing through a science research project) you have selected and give reasons for having chosen it. Describe the type of program and your instructional objectives for this project.
- 2. Target Population.** Identify the target population by describing the grade level, language proficiency level, and number of students in the class.
- 3. Assessment Purpose.** State the specific rather than the general purpose of your assessment activities and tools, e.g., to assess oral language skills, reading comprehension, or writing. Show how each activity and tool matches your assessment purpose. State the standards that your assessment activity addresses.
- 4. Assessment Activities and Tools.** Describe and justify each of your assessment activities and three assessment tools. For example, if you choose to use an analytic rubric, first justify

why you chose an analytic rubric instead of another assessment tool (such as a holistic rubric or a checklist), then justify each component and the language of the rubric.

5. Assessment Criteria. Explain and show how you will score each student's work or performance. This does not mean how you will assign grades but how you will determine whether students met your performance standards. Justify each dimension and criterion on the rubric or checklist.

6. Scaffolding. Describe and justify visible scaffolding added to assessment activities and tools. For example, show how your activities provide simplification of language through visuals, manipulatives, choices, and models for the learners. (Teacher modeling and cooperative learning, while useful, are not considered VISIBLE scaffolding for this project).

7. Validity & Reliability. Go into depth justifying the validity and reliability of your assessment activities and tools. Explain how you have ensured the validity & reliability of your assessment results using the activity and tools you developed. Give examples from your assessment activity and tools.

8. Conclusion. Provide a concluding paragraph that shows what you have learned from this project.

Other Considerations:

- Use APA style.
- Your narrative should not exceed 12 double-spaced pages. You may include as many appendices as you need. Exceeding the page limit may affect your grade, as I will not read beyond page 12. Proofread your narrative carefully for stylistic and formatting errors. I encourage you to have someone you trust read your paper for you before you hand it in.
- For examples of Final Projects from prior semesters' classes, check Blackboard.

Due on Wednesday, December 8, 2010

Please submit this project to me via email.

EDCI 520 Assessment
FAST TRAIN, Fall 2010

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Course Syllabus