

EDCI 520 - Section 001
Assessment for Language Learners
FALL 2011

Thursdays, 4:30 – 7:10 p.m., Robinson Hall B, Room 222

Associate Professor

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

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

If you are going to miss class or be late to class: TEL: (703) 993-2050
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To fax a document: FAX: (703) 993-4370

Course Description (GMU Catalog) Credits: 3
Examines innovative approaches to assessing language minority students and English [and foreign] language learners. Topics include identification, placement, monitoring of student progress, development of authentic performance-based measures, design of portfolios, application of measurement concepts, analysis of assessment instruments, and linking assessment to instruction. Prerequisite(s): EDCI 516 , 519 [or 560].

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.*

Introduction to Language Assessment

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 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 Site: Each student will access Blackboard 9.1 using *his/her GMU email login name and password* to obtain course assignments, handouts, and other materials and also to submit course projects and other required tasks. The only way you can access Bboard 9.1 is through the myMason portal (<http://mymason.gmu.edu>) on the Courses tab. If you have problems getting into BBoard 9.1, please contact < support.gmu.edu>, go to <http://itusupport.gmu.edu/STG/blackboard.asp> or call (703) 993-8870.

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.

College of Education & Human Development: 5 Core Values



The College of Education & Human Development is committed to five CORE VALUES: *collaboration, ethical leadership, innovation, research-based practice, and social justice.* Graduate students are expected to adhere to these values both in and out of class.

<http://cehd.gmu.edu/values/>

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

Expectations for Students in this Course

HONOR CODE: NO PLAGIARISM.

Students must adhere to the guidelines of the George Mason University Honor Code. GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely.

What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work (online, published, printed handouts, personal communication) in any part of performing your assigned task, you will give full credit in the proper, accepted form.

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification. [See <http://academicintegrity.gmu.edu/honorcode/>].

- **GMU EMAIL ACCOUNTS**

Students must use their Mason email accounts—either the existing “MEMO” system or a new “MASONLIVE” account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

- **OFFICE OF DISABILITY SERVICES**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. <http://ods.gmu.edu>

- **OTHER USEFUL CAMPUS RESOURCES**

- WRITING CENTER: A114 Robinson Hall; (703) 993-1200;

<http://writingcenter.gmu.edu>

- UNIVERSITY LIBRARIES “Ask a Librarian”

<http://library.gmu.edu/mudge/IM/IMRef.html>

- COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): (703) 993-2380;

<http://caps.gmu.edu>

- UNIVERSITY POLICIES

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at <http://universitypolicy.gmu.edu/>. All members of the

university community are responsible for knowing and following established policies.

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices (e.g., cell phones) shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Cell Phones OFF: Students are required to keep all cell phones turned off during class, per university policy. 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 703 993-1000 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>

Course Requirements*

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| 1. Assessment Design Tasks | 20% | Draft and submit assigned design tasks
<i>[Individual] (due throughout the semester)</i> |
| 2. Language Proficiency Assessment | 25% | LPA Presentation <i>[Team Project]*</i>
(due Week 5) |
| 3. Special Needs Assessment | 25% | Special Needs Assessment Panel
<i>[Team + Individual Project]*</i> (due Week 10) |
| 4. Classroom-Based Assessment | 30% | Develop Assessment Tools FOR learning
<i>[Team or Individual Project]</i> (due Week 15) |

**Maximum of 3 class members per team*

Post your papers on our Blackboard web site under ASSESSMENTS. No paper copy needed.

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. *[I am writing the 2nd Edition of this book this year – no, really!]*



Stiggins, R. & J. Chappuis. (2012). 6th Ed. ***An introduction to student-involved assessment FOR learning.*** Upper Saddle River, NJ: Pearson.

Additional Required Readings available either online or in class.

Recommended Texts

Sandrock, P. (2010). *The keys to assessing language performance.* Alexandria, VA: The American Council on the Teaching of Foreign Languages (ACTFL).

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.

Class Schedule

Prepare to discuss the assigned readings during the week in which they appear.
Check Blackboard for Powerpoint slides to review before each class.

Week/ Date	Topics & Assigned Readings
1 9/1 <i>Readings to be discussed today -----></i>	INTRO TO THE COURSE: Course OBJECTIVES & REQUIREMENTS. Balanced assessment systems. Classroom assessment, student confidence & 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 Sept. 8	Defining Achievement Standards for Assessment. Designing Quality Assessments. Validity & Reliability. Designing Checklists. Do's & Don'ts for Checklists & other assessment tools. Readings O'Malley & Pierce, Ch. 2; Stiggins, Chs. 3 & 4; Definitions of Validity & Reliability on Blackboard
3 Sept.15	ASSESSMENT OF LANGUAGE PROFICIENCY for Program Placement. Assessment for program placement. English Language Proficiency Tests. ACTFL Assessments. State-required Tests. Making Rating Scales. Do's & Don'ts for Rating Scales. Task 1 due: Design a Checklist.* Readings (1) Abedi (2007) <i>English Lang. Proficiency Assmt in the Nation</i> ; Porter & Vega, <i>Overview of Existing Engl Lang Proficiency Tests, Appendix A. (Pages 81 – 102 and Pages 133 – 189)</i> http://education.ucdavis.edu/research/ELP_Report.pdf (2) Liskin-Gasparro (2003), <i>The ACTFL Prof Guidelines and the Oral Proficiency Interview</i> ; (3) Malone, <i>Research on the Oral Proficiency Interview</i> ; (4) Bibliography of Readings on Oral Proficiency Assessment (OPI) http://lrc.cornell.edu/events/past/2001-2002/bib_opi
4 Sept.22	ASSESSMENT OF ORAL LANGUAGE. Trends in Foreign Language Assessment. DEMO: Designing a valid & reliable scoring rubric. Task 2 due: Design a Rating Scale. Readings O'M & VP, Ch. 4 Thompson (2001), "Foreign Language Assmt.: 30 Yrs..." http://www.cal.org/resources/archive/news/200012/assessment.html
5 Sept. 29	ASSESSMENT OF ORAL LANGUAGE FOR STATE STANDARDS. Structured interviews for oral language assessment. Performance Assessment. Demo: Information Gap. Video: Fresh Start Interviews. Do's & Don'ts for Holistic Rubrics. Due Today: Language Proficiency Assessment Presentations/Posters. Readings Stiggins, Ch. 7
6 Oct. 6	Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS. Part 1. What are the issues? What does valid and reliable assessment look like? Assessment Bias. Special Needs Assmt. Critique & Panel: How to do it. Task 3 due: Design a Holistic Scoring Rubric. Readings Processes and Challenges in Identifying Learning Disabilities Among Students Who Are English Language Learners in Three New York State Districts. http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2010085.pdf Preventing Disproportionate Representation: Culturally and Linguistically Responsive Prereferral Interventions (on Blackboard) Is there a "disability" for learning a foreign language? (Sparks, 2006).

7	Oct. 13	<p>ASSESSMENT OF READING. Decoding skills. Assessing reading strategies. Cloze tests. Running Records. Anecdotal Records. Miscue Analysis. Common Test Techniques. How to design analytic scoring rubrics. CBA (final project) proposal due with 3 pre-test drafts.</p> <p><i>Readings</i> O'M & VP, Ch. 5</p>
8	Oct. 20	<p>ASSESSMENT OF READING, PART 2. Comprehensible Input. Insuring validity and reliability. Selected Response Assessment. Assessment Toolbox Workshop. Self-Study: 7 Approaches to Scaffolding Assessments (see Blackboard). Mid-term Feedback Forms. Task 4 due: Design an Analytic Scoring Rubric.</p> <p><i>Readings</i> See Bboard Scaffolding Self-Study folder.</p>
9	Oct. 27	<p>Diagnostic ASSESSMENT OF READING FOR STATE STANDARDS. Informal Reading Inventories. DRA , DRP, QRI. Testing Overall Language Ability. Selected Response Assessment. Designing multiple-choice tests. Pre-Test Data due for CBA.</p> <p><i>Readings</i> Stiggins, Ch. 5</p>
10	Nov. 3	<p>Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS, Part 2. PORTFOLIO ASSESSMENT. Types of portfolios. Essential elements of portfolios. Using portfolio results for improving instruction. Assessment as feedback. DEMO: Portfolio Planning Workshop. Due Today: Special Needs Assessment Critique & Panel Discussions.</p> <p><i>Readings</i> O'M & VP, Ch. 3; Stiggins, Ch. 12 & Readings selected by panel members.</p>
11	Nov. 10	<p>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. Task 5 due: Design a 5-Item Multiple-Choice Test.</p> <p><i>Readings</i> O'M & VP, Ch. 3; Stiggins, Ch. 6</p>
12	Nov. 17	<p>ASSESSMENT OF WRITING FOR STATE STANDARDS. From sentence to essay. Text structures. Using Anchor Papers. EXPLODING a scoring rubric. <i>Readings</i> O'M & VP, Ch. 6</p>
13	Nov. 24	No Class – THANKSGIVING HOLIDAY
14	Dec. 1	<p>ASSESSMENT IN CONTENT AREAS. GRADING POLICY & PRACTICE. Content area standards. Converting rubrics into grades. Bring Draft of Classroom-Based Assmt. Project for Peer Feedback. Task 6 due: Design a Self-Assessment Tool for Students.</p> <p><i>Readings</i> O'M & VP, Chs. 2 (pp. 29-31) & 7; Stiggins, Ch.11</p>
15	Dec. 8	<p>ASSESSMENT FOR ACCOUNTABILITY. What do Standardized Test Scores mean? Appropriate & Inappropriate Test-Preparation. 3 Teacher Responsibilities. Course evaluations. Feedback Forms. Materials Release Forms. DUE this week: Classroom-Based Assessment Project.</p> <p><i>Readings</i> Stiggins, Ch. 13</p>