EDCI 520 - Section 001
Assessment for Language Learners
SPRING 2012
Thursdays, 4:30 – 7:10 p.m., Thompson Hall, Room 2021

Associate Professor
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Office Hours   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) 993-5300

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.*
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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 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**.*

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.

Technology Requirements

1. 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. However, ***personal computers (including tablets, laptops, cell phones) are not to be used during class for any purpose other than taking notes.***

2. **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 to 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.

3. 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.
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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: <u>when you are responsible for a task, you will perform that task</u>. <u>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</u>.

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/].

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.

FOR THIS COURSE:

Violations of the Honor Code include:

1. Copying a paper or part of a paper from a previous student (current or past);

2. Plagiarizing or copying the words of an author from a textbook or any printed source (including the Internet) without using quotation marks or not inserting a citation immediately following these words;

3. Working with another individual (who is in this class or not) to prepare your papers for this course (you must write your own papers). Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed. You are being graded on your own ability to write papers.

CAMPUS RESOURCES

- **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

- **WRITING CENTER:** Robinson Hall A, Rm. 114; (703) 993-1200;
  http://writingcenter.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.

- **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
  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.

- **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 are expected to exhibit professional behaviors and dispositions at all times.

- 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*

1. **Assessment Design Tasks**   **20%**   **Draft and submit assigned design tasks**
   [Individual and/or Team] (due throughout the semester)

2. **Language Proficiency Assessment**   **25%**   **LPA Presentation**   *[Team Project]**
   (due Week 5)

3. **Special Needs Assessment**   **25%**   **Special Needs Assessment Panel**
   [Team + Individual Project]*   (due Week 10)

4. **Classroom-Based Assessment**   **30%**   **Develop Assessment Tools FOR learning**
   [Team or Individual Project] (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 for each class.

Week	Dates	Topics	Readings to be discussed each week
1	1/26	**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.	*O'Malley & Pierce, Ch. 1 Stiggins, Intro. & Chs. 1 - 2*
2	2/2	Defining Achievement Standards for Assessment. Designing Quality Assessments. Validity & Reliability. Designing Checklists. **Do's & Don'ts for Checklists & other assessment tools.**	*O'Malley & Pierce, Ch. 2 Stiggins, Chs. 3 & 4 Definitions of Validity & Reliability on Blackboard*
3	2/9	**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 Scoring Rubrics.*** **Task 1 due: Design a Checklist.** *	***(1) Abedi*** *(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 ***(2) Liskin-Gasparro*** *(2003), The ACTFL Prof Guidelines and the Oral Proficiency Interview;* ***(3) Malone,*** *Research on the Oral Proficiency Interview;* ***(4)*** **Bibliography** *of Language Testing (ILTA)*
4	2/16	**ASSESSMENT OF ORAL LANGUAGE.** Trends in Foreign Language Assessment. Assessing Language Functions. ABC's of validity & reliability. ***DEMO: Designing a valid & reliable scoring rubric.*** *Task 2 due: Design a Holistic Rubric.*	*O'M & VP, Ch. 4 Thompson (2001), "Foreign Language Assmt.: 30 Yrs..."* http://www.cal.org/resources/archive/news/200012/assessment.html
5	2/23	**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 Student Self-Assessment.** *Due Today: Language Proficiency Assessment Presentations/Posters.*	*Stiggins, Ch. 7*

6	3/1	**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.** *CBA (final project) Action Plan due with 3 pre-test drafts. Task 3 due: Design a Self-Assessment Tool for Students (can include as part of CBA Action Plan).*	*(1)* 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_201008 5.pdf* *(2)* Preventing Disproportionate Representation: Culturally and Linguistically Responsive Prereferral Interventions (on Blackboard) *(3)* Is there a "disability" for learning a foreign language? (Sparks, 2006)
7	3/8	**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.* *Task 4 due: Design an Analytic Scoring Rubric (can include as part of revised CBA Action Plan). Revised CBA Action Plan due.*	*O'M & VP, Ch. 5*
8	3/15	No Class – Spring Break Administer Pre-tests.	
9	3/22	**ASSESSMENT OF READING, PART 2.** Comprehensible Input. Insuring validity and reliability. **Assessment Toolbox Workshop.** *Self-Study: 7 Approaches to Scaffolding Assessments (see Blackboard).* **Mid-term Feedback Forms.** *Report on Pre-test results due.*	*See Bboard Scaffolding Self-Study folder.*
10	3/29	**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.*	*O'M & VP, Ch. 3; Stiggins, Ch. 12 & Readings selected by panel members.*
11	4/5	**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.*	*Stiggins, Ch. 5*

12	4/12	**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 Multiple-Choice Test.*	*O'M & VP, Ch. 3; Stiggins, Ch. 6*
13	4/19	**ASSESSMENT OF WRITING FOR STATE STANDARDS.** From sentence to essay. Text structures. Using Anchor Papers. ***EXPLODING a scoring rubric. Administer post-tests this week or next.*** *Task 6 due: Design a Rating Scale.*	*O'M & VP, Ch. 6*
14	4/26	**ASSESSMENT IN CONTENT AREAS. GRADING POLICY & PRACTICE.** Content area standards. Converting rubrics into grades. ***Analyze pre- to post-test changes; draft CBA paper.***	*O'M & VP, Chs. 2 (pp. 29-31) & 7 Stiggins, Ch.11*
15	5/3	**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.*	*Stiggins, Ch. 13*

*Assessment Design Tasks will NOT be graded individually, but completing and submitting all 6 tasks will count toward 20% of your total grade. Their purpose is to provide you an opportunity to try your hand at drafting your own assessment tools and to get feedback from me on how to improve them. These tasks are due no later than the deadlines posted here and on Blackboard. Send tasks to me by email, and I will send you feedback on how to improve each one.

Important Date

Tues., Jan. 31   Last day to ADD or DROP a course without financial penalty

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 (Dr. Ellen Rodgers), and is permitted only for **nonacademic** reasons that prevent course completion. (Mason catalog).

2011 Map of GMU Fairfax Campus

http://information.gmu.edu/FairfaxMap10legal.pdf

**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 (2009)*

Domain 1: Language

Domain 2: Culture

Domain 3: Planning, Implementing, & Managing Instruction

Domain 4: Assessment

Domain 5: Professionalism

DOMAIN 4: ASSESSMENT

Standard 4.a. Issues of Assessment for English Language Learners
Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Standard 4.b. Language Proficiency Assessment
Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

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

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 may 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. This semester we faculty are considering dropping this requirement, but for now the portfolio is still required at the end of the Teaching Internship.

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 (2002)

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) **requires PERFORMANCE ASSESSMENT** in teacher education programs, and this is one reason why this program has requiring a reflective portfolio for candidates in pre-service teacher licensure programs. For details on the ACTFL standards, go to http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#ACTFL   Under SPA, select ACTFL from the pull-down list.