EDCI 520.601
Assessment of Language Learners
FAST TRAIN, Summer 2012

July 18 – July 27, 8:30 a.m. to 3:30 p.m.   Fairfax Campus

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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; 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 MyMason using his/her GMU email login name and password to access additional class info: http://mymasonportal.gmu.edu/

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. 21-25).

Course Requirements

1. Scaffolding Project   30%   Add scaffolding to assessment activities.
                                    (due Day 8, 7/27)

2. Field Project   35%   Design & pilot test an assessment activity;
                              or   analyze current practice & make
                                    recommendations; or administer & critique a
                                    standardized test.
                                    (due ASAP after field test/observation, latest
                                    3/15/13)

3. Performance-Based
Assessment Project*   35%   Develop Performance-Based Assessments.
                                    (due Day 8, 7/27)

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

Textbooks

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.

Class Schedule

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

Date	Topics & Assigned Readings
1 7/18/2012	**Class 1: INTRO TO THE COURSE.** Introductions, syllabus, sign up for groups for Final Project. What does assessment of English learners look like? Validity and reliability in assessment. **Class 2: SCAFFOLDING ASSESSMENTS**. Scaffolding assessments. Scaffolding workshop. Scaffolding Project. **Readings O'Malley & Valdez Pierce, Chs. 1-2; Hughes, Chs. 1-6**
2 7/19/2012	**Class 3: ASSESSMENT FOR INITIAL IDENTIFICATION AND PLACEMENT IN AN ESL PROGRAM. ASSESSMENT OF LANGUAGE PROFICIENCY.** Federal and VA state requirements. WIDA. **Readings Become familiar with WIDA Consortium and assessments by exploring www.wida.us** **Class 4: ASSESSMENT OF ORAL LANGUAGE.** Inter-rater reliability training using holistic scoring rubrics. **Readings O'M & VP, Ch. 4; Hughes, Chs. 10 & 12**
3 7/20/2012	**Class 5: Class 4: ASSESSMENT IN THE CONTENT AREAS.** Assessing content knowledge and the language of the content area. Differentiation in Assessment. Grading. Tips on writing multiple choice questions. **Readings O'M & VP, Ch. 7 and Ch. 2 (pp. 29-31); Hughes, Chs. 7-8** **Class 6: ASSESSMENT OF READING.** Assessing reading comprehension and strategies. Unwrapping the Standards. **Readings O'M & VP, Ch. 5; Hughes, Ch. 11**
4 7/23/2012	**Class 7: ASSESSMENT OF ELs WITH SPECIAL NEEDS.** What does valid & reliable assessment look like? **Class 8: SCORING TOOLS.** Rubrics, checklists and rating scales. **Readings Handout--Stiggins, Arter, Chappuis & Chappuis (pp. 200-207)**

5 7/24/2012	**Class 9: ASSESSMENT OF WRITING.** Issues in writing assessment. Using Anchor papers and rubrics to assess writing. Inter-rater reliability training session using holistic scoring rubrics. **Readings O'M & VP, Ch. 6; Hughes, Chs. 9 & 13** **Class 10: WORK TIME.** Bring drafts of Scaffolding Project and Final Project for peer feedback.
6 7/25/2012	**Class 11: SELF-ASSESSMENT and PEER ASSESSMENT.** The critical relationship between self-assessment & achievement. Self-Assessment Workshop. Validity & reliability revisited. **Readings O'M & VP, Ch. 6 (pp. 151-160)** **Class 12: WORK TIME.** Bring drafts of Scaffolding Project and Final Project for peer feedback.
7 7/26/2012	**Class 13: HIGH STAKES TESTING.** No Child Left Behind and its implications. http://www.youtube.com/watch?v=hSTzLILQx3c&feature=related **Class 14: PORTFOLIO ASSESSMENT.** Sample student portfolios. Portfolio planning workshop. **Readings O'M & VP, Ch. 3**
8 7/27/2012	**Class 15: SHARE FINAL PROJECTS.** **Final Course Evaluation Forms. Materials Release Forms. GMU FAST TRAIN Course evaluations.** **DUE today: Scaffolding Project** **DUE today: Performance-Based Assessment 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.

GSE Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- 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 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/].

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.

George Mason University   Graduate School of Education/CEHD

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.

All students will receive an IP or "In Progress" at the conclusion of this course. Students will be required to turn in the required Fieldwork Log, Fieldwork Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted here: http://fasttrain.gmu.edu/current-students/field-req/
  The deadline for posting the PBA to TaskStream and for completing the required fieldwork document in this course is March 15, 2012. Failure to submit this work to the instructor by this deadline will result in an "F" for the course.

 Incomplete (IN)

This grade may be given to students who are in good standing, 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 will be kept on file in the FAST TRAIN
office.

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.

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). Any unexcused
absences will result in a .5 deduction in your overall grade (on the 1-4 scale).

Technology in Class

Students will not be permitted to use cell phones during class. Please silence cell phones
(not vibrate) while class is in session. Students may not use laptops unless specifically
directed by instructor to do so during class.

GMU E-mail & Web Policy

Mason uses electronic mail (**www.gmu.edu/email**) 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

e-mail account and are required to activate that account and check it regularly (Mason catalog).

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). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

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.

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 PBA for this course is the **Classroom-Based Assessment.** This assignment must be posted to TaskStream, where it 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://fasttrain.gmu.edu/assets/docs/fast_train/PortfolioGuidelines.pdf for more information.

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 that 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.

Scoring

Members of each team will receive the same team grade.

Scaffolding Project

Purpose

To apply the principles of scaffolding to assessment activities and scoring criteria to match students' language proficiency level.

Add scaffolding to a performance-based assessment activity and to scoring criteria for assessing the students' work. The activity and scoring criteria are preferably ones that you designed for your own students before taking this course; however if you do not have anything, I can provide an assessment activity to you.

Project Guidelines

1. Take a performance-based assessment activity such as a story retelling, an oral report, or some other sort of project. Performance-based assessment requires students to listen, speak, read and/or write to demonstrate their content knowledge and competence in the language. Add scaffolding to the assessment activity and scoring criteria that will reduce the language demand on the students. Make as many modifications as possible to make the content accessible to beginning or intermediate language learners.

2. In your Scaffolding Project narrative, provide an introduction to the assessment activity and scoring criteria you scaffolded, followed by a description. First, identify the limitations and the obstacles they pose to language learners. Then, explain the scaffolding that you added to the assessment activity and scoring criteria. For example, if you simplified the language, explain in detail (and with examples from the activity itself) how you did this. Use subheadings naming each activity.

3. Some things to think about regarding scoring criteria. 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 validity and reliability of the scoring tool.

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). Use APA Style.

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

Other Considerations

- Use APA style.
- Your narrative should not exceed six double-spaced pages. You may include as many appendices as you need. Attach and clearly label each of the following:

  - Your own original assessment activity and scoring criteria
  - The revised activity and scoring criteria

- Exceeding the page limit may affect your grade. 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 Scaffolding Projects from prior semesters' classes, see Blackboard.

Due on Friday, July 27, 2012

Please email this project to me at dspragu1@gmu.edu.

Performance-Based Assessment Project

Purpose

The Performance-Based Assessment Project is an assessment prototype. It is a proposal for something that you plan to do with your students. In lieu of a final examination, the Performance-Based Assessment 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 if you choose. In this project, build on what you have learned from your work in this course. The process of developing your own project is just as important as the product of your work.

Project Guidelines

You will design a set of assessment activities and tools to assess students' content knowledge and language of that content area. Content areas include: language arts, social studies, science and math. Important: Not only will you be assessing content knowledge but also the language skills that are required to be successful in the content area.

1. **Choose the language level of your target learners:**
   o Beginners
   o Intermediates

2. **Choose a content area to assess:**
   o Language Arts
   o Social Studies
   o Science
   o Math

3. **Choose a language skill you would like to focus on:**
   o Reading
   o Writing
   o Oral language

4. **Choose standards on which to base your assessment activities and tools-- content/grade-level standards:**
   o Language Arts
   o Social Studies
   o Science
   o Math

5. **English Language Proficiency Standards:**
   - TESOL
   - WIDA

6. **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)

Narrative Guidelines

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

1. **Target Population.** Identify the target population by describing the grade level, language proficiency level, and number of students in the class.

2. **Assessment Category.**   Explain the category you have selected and give reasons for having chosen it. Describe the type of program and your instructional objectives for this project.

3. **Assessment Purpose.** State the specific purpose of your assessment activities and tools. 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, justify why you chose an analytic rubric over another assessment tool (such as a holistic rubric or a checklist).

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 scaffolding added to assessment activities and

         tools.

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 illustrates what you have learned from this project.

9. **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. 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 Performance-Based Assessment Projects from prior semesters' classes, see Blackboard.

Due on Friday, July 27, 2012

Please email this project to me at dspragu1@gmu.edu.

Classroom-Based Assessment

Description of Assessment

In this assessment, you will use your knowledge of the issues and concepts of assessment of ELs to create, implement and evaluate at least two assessment instruments in a language learning classroom.

You will:
- Identify an assessment need of an ESL classroom (using your own classroom or working with a cooperating teacher) and discuss the level/age/grade/content you will be assessing
- Identify two assessments, one language based assessment and one performance-based assessment in the content area, that will evaluate the assessment need identified
- Identify ways in which you have scaffolded the assessments to your language learners age and proficiency levels
- Implement each assessment with a minimum of five language learners and collect data
- Analyze the results of your assessment to identify the validity and reliability of the assessments
- Write a paper addressing the following questions below and submit it, along with your complete assessments. **The paper should be in APA format with 12 point font and one-inch margins.**

TESOL Standards Assessed

Domain 2(a) - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 4(a) - 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) - 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) - Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

Classroom-Based Assessment Instructions:

Step one: Identify and provide a brief context for the classroom in which you plan to implement the assessments.

1. What are some of the unique characteristics and challenges of your classroom and how do they affect assessment on a day-to-day basis?
   a. Be sure to provide basic classroom set up and descriptions of your language learners, including language proficiency, educational background, and cultural values influencing the learning environment. (TESOL Domain 2a, 4a)

Step two: Identify the two assessments that would be most appropriate for your language learning classroom.

1. What performance based assessment would be most appropriate for your learners?
   a. How does this assessment fit with your assessment goals, program philosophy, and the content unit's conceptual framework? How does this assessment fit into the cultural context of your classroom? What prior knowledge/experience do students bring to this assessment process? (TESOL 2, 4c)
2. What language proficiency assessment would be most appropriate for your learners?
   a. You may choose to adapt all or part of a national or international language assessment test or you may create your own assessment task that measures students' discrete and integrated language skills and their ability to use language communicatively. Consider national or international identification, reclassification, and/or exit requirements from language support programs as well as the cultural context of your classroom. How does this assessment identify reading, writing, speaking, and listening skills of ELs? What prior knowledge/experience do students bring to this assessment process? (TESOL 2, 4b)

Step Three: Adapt chosen assessments so that they are free of bias (cultural, linguistic), equitable, accurate, consistent and practical, and so that they include appropriate scaffolding for your language learners.

1. Identify how you have designed or adapted the assessments to be free of bias.
   a. Prior to implementation, how did you design or change these assessments to insure they were free of cultural or linguistic bias? Based on the initial review of the assessment, how do you know they are fair, valid, reliable, and easy to administer? Cite references to support your claims. (TESOL 4a)
2. How are these assessments scaffolded to address the needs of all language learners being assessed?

      a. Provide clear examples of how you addressed the needs of beginning and intermediate language learners. Cite references to support your claims. (TESOL 4a)

Step Four: Implement both assessments with language learners and collect data.
1. How did you implement the assessments and with whom?
      a. Identify the students who completed the assessments. Were the assessments administered to all students or only some? Were these assessments formative or summative? (TESOL 4a, 4b, 4c)
2. What data did you collect from your learners?
      a. Identify how you collected the data (interviews, observations, scores, etc). (TESOL 4a, 4b, 4c)

Step Five: Analyze data and identify ways to revise the assessments.
1. After reviewing your data, how well did your assessment accomplish your goals?
      a. How would you revise the assessment tools or implementation based on the results of your implementation? Did the data show your assessments to be fair and reliable? (TESOL Domain 4a, 4b, 4c)
2. Do you feel you implemented the assessments effectively? What are some areas of strength and weakness of the assessment?
3. Did you share your findings with colleagues to provide more support to ELs?

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. 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.

Due ASAP upon completion.

Submit to TaskStream no later than March 15, 2013.

Analytic Scoring Rubric for Scaffolding Project

Domain Score Points	JUSTIFICATION	VARIETY	SCORING CRITERIA	REFERENCES	WRITING
4 Exceeds Standard	Accurately explains why all scaffolding used is appropriate to the learners' level of language proficiency.	Uses a variety of appropriate scaffolding approaches, and these improve the assessment tool.	Develops scoring criteria that capture main elements of learning objectives.	Makes accurate, appropriate, and sufficient references to assigned readings to support scaffolding.	Produces a well organized, clearly written narrative with few errors in punctuation, grammar, syntax, or APA format.
3 Meets Standard	Explains why some scaffolding used is appropriate to the learners' level of language proficiency.	Uses a variety of scaffolding approaches, but may need additional scaffolding.	Develops scoring criteria that miss some of main elements of learning objectives.	Makes inaccurate, inappropriate, and/or insufficient references to assigned readings to support scaffolding.	Produces a well organized, clearly written narrative with some errors in punctuation, grammar, syntax, or APA format.
2 Approaches Standard— Unmet	Incompletely explains why scaffolding used is appropriate to the learners' level of language proficiency.	Uses a limited type of scaffolding approaches, and these do not improve the assessment activity/tool.	Develops scoring criteria that miss most or all of main elements of learning objectives.	Makes too few references to assigned readings to support scaffolding.	Produces a narrative that lacks clarity and contains frequent errors in punctuation, grammar, syntax, or APA format and needs elaboration.
1 Does Not Meet Standard	Fails to explain why scaffolding used is appropriate to the learners' level of language proficiency.	Uses only a single scaffolding approach or scaffolding approaches used do not improve the assessment activity/tool.	Omits scoring criteria for main elements of learning objectives.	Makes no references to assigned readings to support scaffolding.	Produces a narrative that lacks clear organization and contains numerous errors in punctuation, grammar, syntax, or APA format and/or writing contains evidence of plagiarism. (This alone will result in a rating of 1).

Feedback:

Analytic Scoring Rubric for Performance-Based Assessment Project

Domain Score Points	JUSTIFICATION	APPROPRIATENESS	VALIDITY & RELIABILITY	REFERENCES/ CITATIONS	WRITING
4 Exceeds Standard	Provides detailed rationale and justification for selecting and adapting assessment activity and tools appropriate to target group and assessment purpose.	Presents appropriate variety of tools for assessment activity; provides scaffolding to match language proficiency level.	Addresses validity and reliability of assessments accurately and in depth.	Bases design on all required class texts/readings and makes appropriate in-text APA citations throughout narrative.	Writes with clear and effective organization and elaboration; few stylistic errors. Meets page limit. References in APA format.
3 Meets Standard	Provides some details in rationale but may lack justification for adapting assessment activity and tools.	Presents some tools not appropriate to assessment activity; provides little scaffolding, or makes only minor or inappropriate adaptations.	Addresses validity and reliability with some inaccuracies or incompletely.	Bases part of design on required class texts/readings; may omit citations in parts of narrative and/or make citations incorrectly.	May write with some lack of clarity; may need re-organization and/or elaboration; contains consistent stylistic errors. May exceed page limit. References may have a few mistakes in APA format.
2 Approaches Standard— Unmet	Provides few details in rationale and little justification for adapting assessment activity and tools.	Presents tools that are similar—or may omit a tool—without needed scaffolding, or makes inappropriate adaptations.	May not address either validity or reliability, or addresses them incorrectly.	Refers to few required class texts/readings to support design; uses almost no citations in narrative.	Writes with some lack of clarity; needs re-organization and elaboration; contains many stylistic errors. May exceed page limit. References may have many mistakes in APA format.
1 Does Not Meet Standard	Does not provide rationale or justification for adapting assessment activity and tools.	Omits tools for assessment activity.	Does not address validity and reliability.	Provides little or no support from required readings.	Writes with little clarity or coherence and/or many stylistic errors. May exceed page limit. References not in APA format or are omitted and/or writing contains evidence of plagiarism. (This alone will result in a rating of 1).

Analytic Scoring Rubric for Classroom-Based Assessment

Category	TESOL Domain	Score		
		1	**2**	**3**
		Approaches Standard	**Meets Standard**	**Exceeds Standard**
Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate assessment tools or activities	2a	Candidates are aware that cultural values have an effect on ELL learning but do not address this effect in assessments	Candidates plan assessments that reflects their knowledge of students' culture and how it impacts student learning	Candidates consistently design the assessments to allows students to share and apply cultural perspectives to meet learning objectives
Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriate to plan unit	4a	Candidates are aware of the various purposes of assessment but do not use assessment to plan instruction	Candidates understand the purpose of assessment and use it to create appropriate classroom activities	Candidates understand and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs
Demonstrate an understanding of key indicators of good assessment instruments	4a	Candidates are aware of technical aspects of assessment (e.g. validity, reliability) but do not use these tools to evaluate their assessments	Candidates identify ways to adapt assessments to ensure they are valid and reliable and use this knowledge to revise assessments before and after implementation	Candidates create assessment measures that are standards based, valid, and reliable and share these tools with colleagues as appropriate
Assess ELL's discrete and integrated language skills and their ability to communicate within a range of contexts	4b	Candidates used simple measures and a limited number of sources of information to assess ELL's individual language skills and communicative ability	Candidates assess ELL's discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing skills to communicate appropriate using performance based measures	Candidates create multiple performance-based measures to assess students language skills and communicate competence across the curriculum.

Integrate various instruments and techniques to assess content-are (e.g. math, science, social studies) for ELLs at varying levels of language and literacy development	4c	Candidates are aware of instruments and techniques to assess the content-area knowledge of ELLs but fail to incorporate these into the content assessment	Candidates use a variety of instruments, adaption techniques, and technology to assess ELL's knowledge in the content areas.	Candidate develop and adapt a variety of techniques and instruments when appropriate to assess ELL's content learning at all levels of language proficiency and literacy
Use performance-based assessment tools and tasks that measure ELLs language ability	4c	Candidates use only one performance based task to assess ELLs language and content-area learning	Candidates use a variety of performance performance-based assessment tools that measure ELLs progress	Candidate design performance-based tasks and tools to measure ELL's progress
Clearly and professionally communicate detailed self-reflection and analysis of the assessment process	5a, 5b	Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context