

EDCI 520 - Section 001
Assessment for Language Learners

Spring 2013

Thursdays, 4:30 – 7:10 p.m., Hanover Hall, Room L-003

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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 addresses 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. ***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 on assigned tasks and topics with other grad students/teachers during each class session is essential for success in this course.* Student papers and projects will be evaluated using performance-based, criterion-referenced scoring rubrics.

Technology Requirements

1. Students will be asked to use a PC for preparing course papers, for accessing the course web site on MyMason/BlackBoard, and for contacting the instructor and classmates through email. However, ***computers (personal or GMU property, including Ipads, tablets, E-readers, laptops, cell phones) are not to be used during class for any purpose (checking email, surfing the Internet) other than taking notes and only when other students are not leading or making a presentation to the class.***

2. **Class Web Site:** Each student will access **MYMason (Blackboard)** 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 logging in to MyMason, please go to <mymason@gmu.edu> or call (703) 993-8870.

3. GMU EMAIL ACCOUNTS: Students must use their Mason email accounts to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

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 ([http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)). The principle of academic integrity is taken very seriously and violations are treated as such.

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.

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.

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 and not inserting a citation immediately following a paraphrase of these words;
3. Working with another individual (who is in this class or not) to prepare your papers or projects (you must write your own papers). Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed. As a prospective teacher, 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>

Free English Language Workshops

Non-native speakers of English who would like to improve their English language skills are invited to attend the English Language Institute's free support services programs.

The English Conversation Program offers participants the chance to improve their speaking skills by meeting in a small group for English conversation practice each week. Each group is facilitated by a conversation leader. For more information or to sign up, contact Johanna Koh at jbyrne2@gmu.edu.

The English Workshop Program offers seven 12-week series, each focusing on different language skills. No registration is required for grammar, pronunciation, spelling, idiom, and discussion workshops. Registration for public speaking and graduate writing workshops will be held at the first session. For more information, contact Melissa Allen at malle2@gmu.edu or go to <http://eli.gmu.edu/>.

Course Requirements*

Requirement	% of Grade	Task Description
1. Classroom-Based Assessment Project	35%	Develop & Administer Assessment Tools [Individual or Partner Project] (due Week 15)
2. Language Proficiency Assessment Presentation	30%	Review language proficiency test used for identification & placement in programs [Team Project]* (due Week 5)
3. Special Needs Assessment Paper/Panel*	35%	Critique Article & Panel Presentation [Individual AND Team]* (due Week 10)

**Maximum of 3 class members per team*

**Please post Requirement #3 on TaskStream and Requirements 1 & 2 on MyMason (no paper copy needed). Requirements are due by midnight on dates posted in schedule.*

Textbooks

Required Texts

Brown, H. D. & P. Abeywickrama. (2nd Ed). (2010). **Language assessment: Principles and classroom practices**. White Plains, NY: Pearson Longman.

Additional Required Readings will be made available either online or in class.

Recommended Texts

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

Hughes, A. (2003). **Testing for Language Teachers**. Cambridge, UK: Cambridge University Press.

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

Basterra, M. R., Trumbull, E., & G. Solano-Flores (Eds). (2011). **Cultural validity in assessment**. New York, NY: Routledge.

Artiles, A. J. & A. A. Ortiz (Eds.) (2002). **English language learners with special education needs**. Washington, DC: Center for Applied Linguistics.

Class Schedule

Please come prepared to discuss the assigned readings during the week in which they appear. You can check Blackboard for materials to review for each class.

Week	Dates	Topics	Readings to be discussed each week
1	1/24	INTRO TO THE COURSE: Course Objectives & Requirements. Terms, terms, and more terminology. Validity & reliability. Assessment OF vs. FOR Learning. 4 Skills: Receptive & Productive. Do's & Don'ts for Designing Assessment Tools. Demo: Designing Checklists.	<i>Brown & Abeywickrama (B & A), Ch. 1</i>
2	1/31	ASSESSING LISTENING. Integration of skills. Macro- and micro-skills. 4 basic types of listening. Assessing Language Functions. Validity, reliability, & washback. Designing listening tasks. Designing Rating Scales. Drafting the CBA Proposal.	<i>B & A, Chs. 2 & 7</i> <i>Definitions of Validity & Reliability on MyMason</i>
3	2/7	ASSESSING LISTENING. Designing assessment tools for listening comprehension. Designing Primary Trait Rubrics.	<i>B & A, Ch.3 (pp. 52 – 67) & Ch. 7</i>
4	2/14	ASSESSING SPEAKING. Structured interviews for oral language assessment. Trends in Foreign Language Assessment. Demo: Information Gap. Fresh Start Interviews – Inter-rater reliability training session. Designing speaking tasks. Designing Holistic & Analytic Rubrics. CBA PROPOSAL DUE.	<i>B & A, Ch. 8</i> <hr/> <i>Thompson (2001), "Foreign Language Assmt.: 30 Yrs..."</i> http://www.cal.org/resources/archive/news/200012/assessment.html --- article on Bboard <hr/>
5	2/21	Language Proficiency Assessment for Program Placement & Accountability. Tests for ESL students. Tests for Foreign/World Language students. ACTFL Proficiency Guidelines. Due Today: Language Proficiency Assessment Presentations, Part 1.	(1) Abedi (2007) <i>English Lang. Proficiency Assmt in the Nation;</i> Porter & Vega, <i>Overview of Existing Engl Lang Proficiency Tests,</i> Appendix A. (Pages 81 – 102 and Pages 133– 189) http://education.ucdavis.edu/research/ELP_Report.pdf (2) Liskin-Gasparro (2003), <i>The ACTFL Prof Guidelines and the Oral Proficiency Interview;</i> (3) Thompson (2001), "Foreign Language Assmt.: 30 Yrs..." http://www.cal.org/resources/archive/news/200012/assessment.html

			(4) Malone , <i>Research on the Oral Proficiency Interview</i> ; (5) Bibliography of Language Testing (ILTA) [See Bboard for readings not linked here]
6	2/28	ASSESSING SPEAKING. ASSESSING GRAMMAR & VOCABULARY. Designing assessment tools. Due Today: Language Proficiency Assessment Presentations, Part 2.	B & A, Chs. 8 & 11
7	3/7	Self-Study: 7 Approaches to Scaffolding Assessments (on MyMason). Assessment Toolbox Workshop.	See Bboard Scaffolding Self-Study folder.
8	3/14	Spring Break – No Class	
9	3/21	ASSESSING READING. Cloze tests. Running Records. Designing assessment tasks. Designing Multiple-choice Tests.	B & A, Ch. 3 (pp. 67 – 82) & Ch. 9
10	3/28	Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS. What are the issues? What does valid and reliable assessment look like? Assessment Bias. Special Needs Assmt. Panel Presentations, Part 1.	(1) <i>Processes & challenges in identifying learning disabilities among students who are English language learners in three New York state districts.</i> http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2010085.pdf (2) <i>Preventing disproportionate representation: Culturally & linguistically responsive prereferral interventions.</i> (3) <i>Is there a ‘disability’ for learning a foreign language? (Sparks, 2006)</i> (4) <i>Special Needs Assmt. Readings List. (on Blackboard)</i>
11	4/4	ASSESSING READING. Informal and Analytic Reading Inventories. Designing assessment tools. Mid-Term Feedback Forms. Special Needs Assmt. Panel Presentations, Part 2.	B & A, Ch. 9
12	4/11	ASSESSING WRITING. SELF-ASSESSMENT and PEER ASSESSMENT. The critical relationship between self-assessment & achievement. Designing assessment tasks. DEMO: Self-Assessment Workshop. Deadline for submitting all Special Needs Assessment Papers on TaskStream.	B & A, Chs. 6 (pp. 144-145, 151-152) & 10

13	4/18	ASSESSING WRITING. From sentence to essay. Text structures. Standards-based Assessment. Using Student Assessment Data to Direct Instruction. Designing assessment tools.	<i>B & A, Chs 4 & 10</i>
14	4/25	GRADING POLICY & PRACTICE. Converting rubrics into grades. Why Extra Credit is a bad idea.	<i>B & A, Ch. 12</i>
15	5/2	ASSESSMENT FOR ACCOUNTABILITY. What do Standardized Test Scores mean? Appropriate & Inappropriate Test-Preparation. 3 Teacher Responsibilities. Course Evaluation Forms. Feedback Forms. Materials Release Forms. <i>DUE Mon., 5/6: Classroom-Based Assessment Project.</i>	<i>B & A, Ch. 5</i>

Absences

PLEASE CALL ME AT MY OFFICE IF ON CLASS DAY you determine that you will be late to or absent from class. Leave a message on my voicemail (993-2050).

If you know in advance that, due to a prior commitment, you will need to miss a specific class session, please send me an email notifying me of your planned absence at least 48 hours before class.

Your presence in each class session is highly valued, and since we only meet once a week, we need to hear from you. Absence from class means you miss the presentation, peer feedback, and/or group discussion, and we miss your contribution to the session. Students absent twice may have their final grade reduced by one letter grade. Students missing 3 or more class sessions may receive an F in the class. *That's how important your attendance is. This policy was developed with input from previous graduate students taking this course.*

Important Dates

Jan. 29 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>

*“...we cannot simply say
'This test is valid.'
Rather, we must say,
'This test is valid for this particular
interpretation and this particular
group.”*

Gay, Mills, & Airasian,
Educational Research (2009)

*“...it is only through authentic
assessment that real validity
can be obtained.”*

Jim Cummins in O'Malley & Valdez
Pierce, *Authentic Assessment for English
Language Learners* (1996)

*“Those who are using the tests for gate-keeping purposes...
would do well to consider multiple measures before
attributing infallible predictive power to standardized tests.”*

Brown & Abeywickrama, *Language Assessment* (2010)

Active, Attentive Class Participation Expectations

Each graduate student is expected to participate actively in lectures, presentations, and group tasks each week by asking relevant questions or contributing ideas or personal experiences that move the discussion topic forward. Please do not bring any materials or objects to class that will distract others or the instructor or engage in activities that indicate you are not actively involved in the class discussion (listening is an active skill, too, but we need to hear your voice). Please do not bring meals into the classroom.

**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>

**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. 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.

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. 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 (from Greek, it's *one criterion, two criteria*). I will most likely not know your identity until after I have finished reading all projects and begin to record the scores.

3. To ensure **fairness**, I will cover your name on the cover page and assign your project a numerical code. This helps maintain anonymity and fairness in the rating process. You can help me achieve my fairness goal by putting your name on the cover sheet ONLY and not on any other page of your project (appendices, teacher letters, forms, etc.). I use blind assessments to eliminate potential bias on my part and to be as fair to you as I can. To protect your identity, do not make your paper look distinctive in any way (fancy fonts, colorful cover pages, etc.) Papers with one staple in the upper left-hand corner are preferred to folders, covers, or book-like stapling. If you have any suggestions as to how I can make the assessment process fairer, please let me know.

Evaluation for Course Grade

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. "A"s or "A -" 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. This means they are mostly subjective and not debatable.]* Total course scores from 3.0 -3.69 will be assigned a "B" or "B plus" and scores at 2.9 or below will receive a C.

A grade of C earned in a GMU graduate course is considered "Unsatisfactory/Passing". Students enrolled in the M. Ed. in Curriculum and Instruction, Concentrations in English as a Second Language, Foreign Language, or Multilingual/Multicultural Education must earn a B or higher in all licensure course work. Those receiving a grade of B- or lower in

this course must retake the course.

This grading policy is based on past experience using scoring rubrics to assign course grades. ***Each course instructor develops his/her own grading system.*** GMU has no official grading policy, although it does assign numerical values to grades received in this course. However, these numerical values are in no way comparable to the scores assigned to projects using the scoring rubrics in this course.

Other Assessment Issues

Late projects: If you need to request an extension of time to turn in a project, please **CALL or EMAIL ME BEFORE THE DUE DATE (not ON the due date)**. No more than one late project will be accepted from each student.

Revising Papers: I will be happy to give you specific feedback on your project drafts only if you *contact me at least 2 weeks before the due date*. Once your project has been turned in, scored, and returned to you, please do not ask for additional opportunities to revise it.

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 or F 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 submitted for a grade in a different course.

Grade Incompletes (IN): **Are not automatically assigned and are discouraged.** If you need to request an Incomplete grade, you will need to show serious cause for this request (see Graduate Catalog). I will review your status in this course to determine whether or not to grant your request.

About your Current Teaching Status

To fulfill the requirements of this course, you will *definitely need to have direct access to students* and instructional and assessment materials in classroom settings. You should work with *at least 5 students* in this classroom. Here are some possible scenarios:

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 can talk with teachers in one of these settings and observe their students.
3. **You are NOT currently teaching in a classroom** with 5 or more students. 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 in exchange for information for your course projects. This has been a successful approach for many students. On average, plan on spending 2 - 4 hours per week with your teacher. **Do NOT, under any circumstances, approach a teacher or school system on your own . GMU wants to make the placement for you, so let me know if you choose this option.**
 - B. Get a job as a substitute teacher in ESL (for ESL teacher candidates) or FL (for FL teacher candidates) for at least 5 – 10 weeks. Work with the needs of these students to meet course requirements.
 - C. Team up with someone in this course who is ALREADY TEACHING in a PREK – 12 setting and is willing to share his/her students with you.

If you are in Teaching Category 2 or 3 above, *let me know by email as soon as possible (but no later than the 3rd week of class)* the names of the teachers with whom you will be collaborating or the arrangements you have made to have access to a class of students.

If you are in Teaching Category 1 above, please consider inviting teachers from this class who are in Categories 2 and 3 to work with you or with your students.

Guidelines for Working in Teams

1. 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 doing all the work alone.** In some cases, team members may decide to take two lead roles each. Draft an agreement specifying each team member's lead role and how and when each person will contribute to the team. **Submit your proposal to me as early as possible.** 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.

2. **Check to see that at least one teacher on your team is currently in a classroom setting and has three or more years of full-time teaching experience.** This is not required but will probably help the pre-service teacher create more meaningful assessments.

3. If in any case **you find yourself doing all of the work for your team**, please ask your teammates to either do their part in a responsible, timely manner, or inform them that you would rather do your project independently. *(I have heard of some cases where one teammate kept the other waiting and waiting until the last minute, and the waiting teammate ended up doing all the work. This is not acceptable, and it's up to you to set working deadlines for your teammates.)*

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. Your self-assessment and the assessment of teammates will be used to inform the rating assigned to each team member and/or the team.

Scoring Procedures

Members of each team will receive the same team grade, unless they express a preference for individual grades.

Team Process Assessment

Your name _____

Which tasks were you responsible for completing?

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?

Fairly well OK Not so 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?

Pretty high Acceptable Not 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 to the instructor in class on the due date and separately from your paper.

TaskStream:

Required Submission of NCATE Performance-Based Assessment (PBA)

Every student registered for any ESL or FL licensure course that requires an NCATE performance-based assessment is required to submit this assessment through TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.)

Evaluation of your performance-based assessment will be provided through TaskStream.

Failure to submit the assessment to TaskStream by the specified deadline will result in the course instructor reporting your course grade as Incomplete(*IN*). Unless this grade is changed upon completion of the required TaskStream submission, the *IN* will convert to a grade of *F* nine weeks into the following semester.

The NCATE Performance-Based Assessment for this course is:

the Special Needs Assessment Paper & Panel Presentation.