

**George Mason University
Graduate School of Education
FAST TRAIN**



Promoting Learning & Development Across the Lifespan

**EDUC 520.6F8: ASSESSMENT OF LANGUAGE LEARNERS
[CRN: 81492] –CREDIT HOURS: 3.0
FALL 2013: AUGUST 27TH –DECEMBER 9TH**

Professor: Dr. Eirini Gouleta	Blackboard: http://courses.gmu.edu
Office: Thompson Hall, Room 2604 Tel: (703) 993-4015 Email: egouleta@gmu.edu	Location: Loudoun 1 219 Class Meetings: Tuesday 5-8pm Office Hours : Tuesday 1-3 pm and by appointment

COURSE DESCRIPTION

This course examines innovative approaches to assessing language minority students and English 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.

COURSE LEARNING OUTCOMES AND OBJECTIVES

Candidates 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;
10. ***Prepare language learning students to take standardized tests***

RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATIONS

EDCI 520: Assessment of Language Learners is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with tracks in bilingual/multilingual and multicultural education, foreign language education, and teaching English as a second language and/or ESOL endorsement. It is one of the master's degree and licensure programs and is required of all program participants. It primarily reflects the Core Values of *Research Based Practice* and *Social Justice* of CEHD. The relationship of EDCI 520 to GMU–GSE **program goals** is as follows:

1. ***Diversity***. Learn the basic concepts and develop the necessary skills to successfully assess learners of differing linguistic and cultural backgrounds.
2. ***Classroom teaching***. Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in assessing students from different linguistic backgrounds and varying learning styles.
3. ***Democratic principles***. Candidates should be able to adopt assessment practices, which reflect democratic principles and support creating and sustaining democratic Culturally Linguistically Diverse (CLD) learning environments.
4. ***Knowledge base for teaching in diverse and inclusive classrooms***. Candidates will learn the fundamental concepts pertaining to the assessment of CLD students.
5. ***Utilization of research***. Candidates will critically evaluate theories of bilingual education and second language acquisition and engage in systematic investigations of the knowledge base to inform their own or others' language and content assessment practices for CLD students.
6. ***Curriculum***. Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different linguistic backgrounds.

Academic Standards:

Licensure courses are aligned with TESOL/NCATE *Standards for the Accreditation of Initial Programs in P-12 ESOL Teacher Education* as well as with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher

preparation and professional development programs. The standards aim to provide consistency in teacher education programs across the United States in terms of what ESOL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS-S) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community. Evidence of the degree to which the academic standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

TESOL/NCATE and NETS-T Standards Addressed:

1. **TESOL Domain 1. Language** - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated.
 - a. *Standard 1.a. Language as a System* - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.
2. **TESOL Domain 2. Culture** - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.
 - a. *Standard 2.a. Nature and Role of Culture* - 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.
3. **TESOL Domain 3. Planning, Implementing, and Managing Instruction** - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.
 - a. *Standard 3.a. Planning for Standards-Based ESL and Content Instruction* - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.
4. **TESOL Domain 4 – Assessment** - Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.
 - a. *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.

b. *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.

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

5. TESOL Domain 5. Professionalism - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with colleagues and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

a. *Standard 5.b. Professional Development, Partnerships, and Advocacy* - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

6. NETS-T Standard 1 - Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. [NETS-T 1b].

7. NETS-T Standard 2 - Design and Develop Digital Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes, identified in the NETS-S. [NETS-T 2a, 2b, 2c, 2d].

8. NETS-T Standard 3 - Model Digital Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. [NETS-T 3a, 3b, 3d].

9. NETS-T Standard 5 - Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. [NETS-T 5c].

Relationship of EDCI 520 to INTSAC Principles:

Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

REQUIRED TEXTS

Brown, H.D. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Education

Paran, A. & Sercu, L. (2010). *Testing the untestable in language education*. Multilingual Matters

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

RECOMMENDED TEXTS

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association

Anderson, L. W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Lawrence Elbaum

Falk, B. (2000). *The heart of the matter: Using standards and assessment to learn*. Heinemann

Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Corwin Press

Grassi, E.A. & Barker (Bulmahn) H.B. (2009). *Culturally and linguistically diverse exceptional students: strategies for teaching and assessment*. Sage

- Hughes, A. (2003). *Testing for language teachers*. (2nd ed). Cambridge University Press
- McMillan, J. H. (2010). *Classroom assessment: Principles and practice for effective standards-based instruction* (5th ed.). Pearson
- Nitko, A. J. (2010). *Educational assessment of students* (6th ed.). Pearson
- O'Malley, J. M. and Valdez Pierce, L. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Longman
- Popham W. J. (2011). *Classroom assessment: What teachers need to know*. (6th ed.). Pearson
- Stiggins, R.J.& Chappuis, J. (2011). *An introduction to student-involved assessment FOR learning* (6th ed.). Pearson
- Valdez-Pierce, L. (2003). *Assessing English language learners*. Student assessment series. National Education Association

COURSE OVERVIEW

EDCI 520 provides an introduction to basic principles and current, innovative approaches to **classroom-based assessment of language learners 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 DELIVERY

EDCI 520 uses a seminar format on its face-to-face classes, which means the course is highly participative and requires candidates to take a more active role in the presentation of materials. Accordingly, attendance and participation are extremely important. Some classes may consist of an online module or materials and resources posted for review or activities to be completed on line. All instructions for these assignments and readings will be posted on Blackboard.

EDCI 520 uses the *Blackboard 9.1™* web-based course management system for online modules, assignments, materials, and resources, and for posting the syllabus, rubrics, presentations, readings, videos, and other updates. Candidates are encouraged to visit the course's Bb website frequently to review the most current information and to keep up with any news, announcements and messages related to this course at <https://mymasonportal.gmu.edu>

Overall course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles and include:

- *Presentations* (assisted by Power Point and other Visuals/technology)
- *Discussions* (active involvement of candidates in learning by asking questions that provoke critical, reflective and metacognitive thinking)
- *Cooperative Learning* (small group guided learning interactions emphasizing learning from and with others)
- *Collaborative Learning* (heterogeneous interdisciplinary groups for content discussion and project design and implementation)
- *Reflection Journals* (candidates keep a journal during the course sessions and during their field and community experience where they record their observations, insights, and reflections)
- *Student Presentations* (research analysis and findings and performance based assessment work)
- *Hands-On Field Experience* (20 hours of field experience in a K-12 setting and community field experience as needed for the completion of the Performance Based Assessments (PBAs))
- *Video Presentations, Additional Readings, Assignments, Questionnaires, and On-line Resources*
- *Online assignments and activities*

Following the *National Council for Accreditation of Teacher Education's* (NCATE) lexicon, this syllabus uses the term "*candidate*" to refer to EDCI 520 graduate students who are preparing to become teachers, and "*student*" to refer to pupils enrolled in PK-12 classes.

For all online communications **only GMU email** will be utilized and candidates are expected to check their email regularly until all course requirements have been turned in and final grades have been posted. Candidates are required to use word processor, edit their paper, and use APA writing style 6th edition to produce quality written documents presented in a professional manner. Candidates are also expected to use technology and presentation software to produce quality presentations. **NOTE: The professor reserves the right to make changes and modify this syllabus and the assignments listed to maximize candidates' learning experience.**

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 (perhaps from previous field experiences) with assessment activities. This has been a successful approach for many students.
- b. Work as a substitute teacher 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: Candidates who 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.

COURSE ASSIGNMENTS and RELATIONSHIP TO STANDARDS

Performance Based Assessment (PBA) Requirements: All FAST TRAIN licensure courses have required PBAs. The required PBAs for this course are: **Classroom Based Assessment Project**, and the **Field Experience Log** and **Evaluation Forms**. These PBAs must be posted to TaskStream where they will be reviewed and graded. [See FAST TRAIN Resources website at: <http://fasttrain.gmu.edu/academics/programs>]

Assignment	Grade %	TESOL Standards	NETS-T Standards
Class Participation	15	1a, 2a, 3a, 4a, 4b, 4c, 5b	1b, 3a, 3d, 5c
Field Experience	10	2a, 3a, 4a, 4b, 4c, 5b	1b, 2a, 2b, 2c, 2d, 3b, 5c
Language Assessment Presentation	25	1a, 2a, 3a, 4a, 5b	1b, 2a, 2b, 2c, 3b, 3d, 5c
Analysis of Language Assessment Project	15	1a, 2a, 3a, 4a, 4b, 4c	1b, 2a, 2b, 2c, 2d, 3b, 3d
Classroom-Based Assessment (CBA)	30	1a, 2a, 4a, 4b, 4c	1b, 2a, 2b, 2c, 2d, 3c, 3d, 5c
CBA Presentation	5	1a, 2a, 4a, 4b, 4c	1b, 2b, 2d, 3a, 3d, 5c

I. CLASS PARTICIPATION (15%)

Candidates are expected to actively participate in every class session by critically analyzing, asking questions, making observations, and sharing reflections about the readings, the topic for discussion, and other assigned tasks, thereby indicating they have thoroughly prepared for the class and the can give examples of how they are planning to incorporate this knowledge in teaching language learners.

II. FIELD EXPERIENCE - CULTURALLY APPROPRIATE and RESPONSIVE TEACHING PRACTICES (20 hours required; 10%)

In order to achieve the EDCI 520 Field Experience objectives, participants will engage in a minimum of 20 hours of school-based field experiences. Students will engage in observations, interactions with students, and teacher interviews in the school setting regarding the use of culturally responsive teaching methods. During their field experience students will keep a professional reflection journal to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to the discussion board. Students must document the 20 hours of field experience using the **Fieldwork Log of Hours Form** and the **Evaluation Form** available on the FAST TRAIN website: <http://fasttrain.gmu.edu/resources/forms>. This is a **PBA** and the **Log and Evaluation Forms should be submitted to TaskStream**.

III. LANGUAGE ASSESSMENT PRESENTATION (25 %)

In small groups, you will be assigned a topic of language assessment from the textbook, *Language Assessment: Principles and Classroom Practices by Brown, D.H. and Abeywickrama, P. (2010)*. You will also select two more readings (peer reviewed articles or studies) on the same topic and a related language performance based assessment that is being used in your school or district. Based on your study, analysis, and research of your topic you will prepare a Round Table presentation/demonstration of your findings using technology and hands-on activities to the class. You will prepare a set of activities, strategies, handouts and materials to share with your peers to inform them about your language assessment research topic and help them prepare to effectively implement what they have learned from your presentation in their own classroom.

IV. ANALYSIS OF LANGUAGE ASSESSMENT PROJECT (15 %)

The Analysis of Language Assessment Project will demonstrate each candidate's ability to apply the required readings to a critical examination and analysis of a large scale language assessment instrument in light of placing, teaching, and assessing ELLs with and without exceptionalities.

V. CLASSROOM BASED ASSESSMENT PROJECT (CBA) (30%)

In this assessment, you will use your knowledge of the issues and concepts of assessment of ELLs to create, implement and evaluate at least two assessment instruments in a language learning classroom. [TESOL standards addressed in this assignment are 1.a, 2.a, 4.a, 4.b, 4.c.]. For this project, 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. You will select two assessments, one language based assessment and one performance-based assessment in the content area that will evaluate the identified assessment need. You will find ways in which you will scaffold the assessments to your language learners' age and proficiency levels. You will implement each assessment with a minimum of five language learners and collect data. You will then analyze the results of your assessments to identify their validity and reliability. You will compose a report and submit it, along with your complete assessments. This is a **PBA** and it should be submitted to TaskStream.

VI. CLASSROOM-BASED ASSESSMENT PROJECT PRESENTATION (5%)

The purpose of this presentation is to build awareness and knowledge across issue groups, so that your peers who have focused on other areas can benefit from what you have learned and improve their own development as teachers. Your CBA presentation should provide an overview of your classroom assessment

project, including key findings, problems identified in your school or workplace, possible solutions, suggestions from your colleagues, and your own reflections/conclusions and recommendations.

GRADING POLICY

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

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 the 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'. 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 [See: <http://jiju.gmu.edu/catalog/apolicies/gradstandards.html>].

TASKSTREAM REQUIREMENTS

Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN) (even if the candidate has submitted the assessment as a hard copy or via email). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All assignments are due on the date indicated in the syllabus. **Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date. Late assignments will not be accepted** unless there is a prior arrangement made between the candidate and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot be used for a grade in a different course, even they have been revised. It's unethical.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. The University Catalog, <http://catalog.gmu.edu> is the central resource for university policies affecting candidates, faculty, and staff in university academic affairs.
- b. Other policies are available at <http://universitypolicy.gmu.edu> . All members of the university are responsible for knowing and following established policies.
- c. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code>].
- d. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- e. 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.***
- f. 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>].
- g. 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/>].
- h. Counseling and Psychological Services (CAPS) provide a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. CAPS provide individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. For more information please call (703) 993-2380 [See <http://caps.gmu.edu>].
- i. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- j. "Ask a Librarian" [See <http://library.gmu.edu/mudge/IM/IMRef.html>]. CEHD Education Liaison librarian is Ms. Anne Driscoll and can be reached at adrdisco2@gmu.edu and CEHD Distance Education Liaison librarian is Ms. Tina Adams and can be reached at tadams11@gmu.edu .
- k. 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>].

- I. For additional information on the College of Education and Human Development (CEHD), Graduate School of Education (GSE) please visit our website [See <http://gse.gmu.edu>].

COURSE WITHDRAWAL WITH DEAN'S 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). Candidates must contact their academic advisor to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

PLAGIARISM

Avoid plagiarism, which is using an author's words without citing the author in your paper. Follow APA (6th edition) writing and citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

CEHD STATEMENT OF EXPECTATIONS

CEHD candidates must abide by the following:

Academic Integrity

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that 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.

Absences

Candidates are expected to participate every week on the discussions and activities for online courses for which they registered. Students should contact the professor ahead of non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty.

Professional Behavior and Dispositions

The Virginia Department of Education and the National Council for accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and all members of the learning community. GSE expects students, faculty, and staff to exhibit professional dispositions through: See <http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf> for a listing of these dispositions.

Core Values Commitment

The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See <http://cehd.gmu.edu/values>].

GUIDELINES FOR COURSE ASSIGNMENTS AND RUBRICS

1) CLASS PARTICIPATION (15% of the final grade)

EDUC 520 *Assessment of Language Learners* is based on a pedagogical philosophy of transformation and a social constructivist theory of learning that employs dialogical approaches to classroom interaction and learning. This means that learning occurs through human interaction, resulting in the construction of knowledge and the eventual transformation of learners through ongoing reflection and praxis. Within this approach, students' active participation and engagement in class and online forum is fundamental. Knowledge construction and personal transformation are processes. As the session progresses, students will be expected to examine their pre-existing personal opinions critically and to reconstruct their own conceptual framework based on the readings, experiential projects, and reflective practice. There are three types of participation: 1) classroom engagement in whole and small group discussion; 2) online *Blackboard* participation on activities and discussions –as assigned- with posted strands and peer responses that relate specifically to course readings, reflections, and topics; and 3) in-depth, personal reflections that may be included in papers or on a *Blackboard* forum.

Class Expectations: During all forms of participation, please keep in mind the following ground rules (and others you and your colleagues may decide to add):

- **Listen actively and thoughtfully** – consider perspectives different from your own.
- Speak from your own experience or from the readings – **avoid interpreting for others.**
- **Respectfully challenge others' ideas:** if you disagree with something, respectfully disagree with the *idea* – and *please do not "attack" the person.*
- **Diverse views are welcome and enrich the discussions.** Everyone who wishes gets a chance to participate – encourage and *invite each team member to join in* and **avoid dominating the discussion.**
- **Professional behavior must be exhibited at all times** and during all interactions –including online and email communications with all individuals or groups the candidate collaborates for the purpose of meeting the requirements for this course (class participants, the professor, colleagues, schools, community, students, and families). Candidate's behavior and demeanor must be at all times in accordance with the **Professional Dispositions** and the **Core Values** of CEHD. Violation of the *professional dispositions* and poor reflection of the *core values* are taken very seriously and will result in grade reduction. The issue will be communicated to the candidate's academic advisor and the senior leadership of the college.

Candidates are expected to complete all required readings prior to class, attend 100% of the face to face class sessions, arrive on time, and be prepared to actively engage in thoughtful and respectful dialogue with their peers, professor, or guest lecturers. If for reasons beyond your control you are unable to attend or be late for a class, you should notify the instructor at the earliest opportunity. *Three late arrivals will be counted as an unexcused absence.* If you anticipate difficulties in consistently arriving on time (e.g., due to job or family commitments, etc.) please discuss your situation with the professor early in the course. Absences are considered excused at the instructor's discretion, for reasons such as illness, accident, professional conferences, or family crisis. Students with excused absences may arrange an alternative assignment in lieu of class participation (e.g. a 30 min. presentation on the week's readings may be decided).

Some of the coursework will be assigned on Blackboard. The work must be completed before following class meeting or at the time designated by the professor. Some of the work will be videos to watch and reflect on, written responses to questions, activities, or assignments or homework to prepare to be shared in the next

class meeting. As a follow-up to class discussions, students may be asked to continue the critical analysis of the themes discussed during class by posting on discussion strands, blogs, wikis, or forums.

II) FIELD EXPERIENCE PROJECT (10% of the final grade)

The EDCI 520 field experience may be conducted in the school where you work or at another local school of your selection. If you are in the Washington, DC metro area, the FAST TRAIN office will assign you to a fieldwork site. EDCI 520 field experience may be conducted in the same classroom or school that another field experience is taking place as long as separate field experience objectives are achieved and separately reported. It is a **PBA and the Log and Evaluation Forms should be submitted to TaskStream.**

Field Experience Objectives: As a result of this course component, candidates will be able to:

1. Engage in a teaching related fieldwork and observations of culturally appropriate/ responsive teaching practices in classrooms serving CLDE and socio-economically diverse student populations and reflect on those experiences in relation to theory, course objectives, and course content.
2. Observe the application of culturally appropriate teaching strategies and methods embodied in the classroom procedures of the cooperating teachers.
3. Observe and gain valuable insight into classroom practices, school culture, the use of curricula and texts, and areas of strength and weakness in meeting students' linguistic, cultural, ability, and other needs.
4. All candidates must divide –throughout their program of study- their hours of field experience between PK-6 and 7-12 schools. However, they can choose to complete all 20 hours required for this particular course either in an elementary or secondary school setting as long as they ensure that they have the 50/50 balance required by program guidelines before they apply for graduation.

Field Experience Methods: In order to achieve the EDCI 520 field experience objectives, candidates will engage in a minimum of 20 hours of school-based field experiences. They will conduct observations, teacher interviews and will interact with students. During their field experience candidates will keep a **professional reflection journal** to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to other students' work and to construct their **field experience blog** which will be posted on a designated area on Blackboard and will be available to all class participants for comments and reflections. The blog should be the culmination of the most important insights, experiences, reflections, and lessons learned by the candidate during the field work including tips and ideas of how the candidate will apply this learning to his or her own classroom and how will capitalize upon this experience to improve his/her practice and professional development as a teacher of ELLs.

Candidates will document on Taskstream the 20 hours of field experience using the Fieldwork Log and Evaluation Forms available on the FAST TRAIN website: <http://fasttrain.gmu.edu/resources/forms>. Failure to submit fieldwork forms to TaskStream will result in an "F" in the course. **Both forms must be signed either by the teacher candidate's cooperating ESL teacher or the school supervisor.**

Please Remember: You need to obtain **principal permission form** if you are conducting your field experience in your own school **and post it on TaskStream in the same column with the Field Hours Log and Evaluation.** If you are conducting your work at another school, remember that you are a guest and that professional courtesy is always essential. **Be sure to thank the teacher for his/her time.**

Possible Target Areas for Fieldwork Journal Notes and Blog:

1. Variety of activities
2. Seating arrangement (rows, cooperative groups, etc.?)
3. Daily routine
4. How teacher implements multiple learning styles into lesson plans and reacts to faster/slower students
5. Percentage of time devoted to 4 skills (reading, writing, listening, speaking) and the 5th skill of thinking
6. Ability grouping (homogeneous and heterogeneous instructional small groups)
7. Homework
8. Amount of L1 and L2 used by students
9. Use of daily lesson plan - objectives and implementation
10. Use of visuals and/or technology
11. Use of textbooks
12. Classroom appearance
13. Effect of having multiple languages in class
14. Classroom management

The remaining observation time should be spent engaging in classroom interaction with the teacher and students. This should be an **interactive** experience for you and not passive. Suggestions follow for some possible interactive experiences.

Suggestions for Lesson Observations/Teacher Interviews:

A. *Describe briefly one of the Lessons observed - Use the following guidelines to focus your notes (You do not have to answer all of the questions here.)*

1. Describe class - size, grade, subject, school, etc. How diverse (e.g., socio-economically, culturally, and linguistically) was the classroom? (e.g., how many students were in Free and reduced lunch program? ELL?)
2. What were the lesson's objectives? Were they posted for the students?
3. How was the lesson introduced? Presented?
4. What instructional activities were used? How cognitively demanding were they? Were the activities context-embedded, or context reduced? (Give examples)
5. What other instructional methods were used? (e.g., grouping)
6. What type of student/teacher interactions took place? (e.g., formal, informal, personal, direct, etc.)
7. Student/student interactions?
8. How did the teacher assess the students' second language acquisition?
9. What recognition, if any, was made for the following student characteristics and abilities?
 - a) Prior knowledge, cultural and educational experience;
 - b) Learning styles and strategies;
 - c) Expectations/attitudes, confidence and initiative;
 - d) Familiarity with the type of task.
10. What resources were used to develop second language abilities? Technology? Manipulatives?

B. *Teacher Interview:* If and when convenient, you may want to ask to conference with the teacher on one of the observation lessons to discuss the day's lesson and/or to ask questions. For your planning purposes, a pre-observation interview may last 10-15 minutes, but you should be observant of the teacher's time demands; a

follow-up post-lesson interview should only take 5-10 minutes. As you prepare for the interviews, you may want to use some of the questions below as a guide (add your own or delete, as appropriate).

Pre-Observation Questions: (Note: Teachers who teach about ways different groups of people organize their daily lives promote learning because students develop an acceptance, appreciation, and empathy for the rich cultural, ethnic, racial, and linguistic diversity of American society. There are no universal solutions or specific rules for responding to ethnic, gender, and cultural diversity in the classroom.)

1. How do you examine the methods, practices, curriculum and materials used in instruction, counseling, and student assessment to determine whether every single one of your students is being included in the learning process?
2. How do you aim for an inclusive curriculum? [i.e., one that reflect the perspectives and experiences of a pluralistic society].
3. What are your general goals for your students? What skills and knowledge do you want them to develop? Are you following a standard curriculum for English language development that contains goals and objectives?
4. How do you emphasize the importance of considering different approaches and viewpoints that encourage your students to evaluate their own beliefs?
5. How do you like to present new material? What types of classroom activities do you prefer?
6. How do you see your role in class? (In terms of a continuum between teacher-centered on one end and student-centered on the other.)
7. How do you see the role of students? How much responsibility do you provide for and expect of your students? Do you expect the same responsibility from each one?
8. Do your students' socio-economic, cultural and linguistic backgrounds affect your teaching methods? (If yes): In what ways?
9. In terms of the upcoming lesson:
 - a) Please describe the class - size, grade, subject; how many culturally, linguistically, and socio-economically diverse students are in your class?
 - b) What is the objective of the lesson?
 - c) What types of SLA strategies will you use with the ELL students?
 - d) What types of assessment strategies will you use?
 - e) What types of materials will you use?

Post-Observation: What was the teacher's impression of the lesson? Did s/he think the objectives were accomplished? Why? (Pre and post interviews)

III) LANGUAGE ASSESSMENT PRESENTATION (25 %)

In small groups, you will be assigned a topic of language assessment from the textbooks by Brown, D.H. and Abeywickrama, P. (2010) and Hughes, A. (2003). You will also select two more readings (peer reviewed articles or studies) on the same topic and a related language performance based assessment that you use in your school or district. Based on your study, analysis, and research of your topic you will prepare a Presentation/Demonstration of your findings using technology and hands-on activities to the class. You will prepare a set of activities, strategies, handouts and materials to share with your peers to inform them about your language assessment research topic and help them prepare to effectively implement what they have learned from your presentation in their own classroom.

In particular:

- a. You will study the assigned chapters, and the selected articles and performance based assessment (must be approved by the professor)
- b. You will write a one-page summary for each reading. On the top of the page, you provide the full reference of the reading APA style.
- c. You will write two more pages discussing the implications of your topic for assessing ELLs and provide your recommendations for classroom applications and best assessment practices in diverse classroom environments. Your report will be *7 pages long* double spaced following APA style. Below is a set of questions you need to address in your implications section:
 - What are the theoretical implications of the readings for assessing language learners? What are the readings practical applications?
 - What are the strong and weak points of the readings?
 - What is your personal reflection on the readings?
 - What is your professional opinion about the significance of recommended assessment practices and what are your suggestions to teachers, school administrators, other school professionals, parents, policy makers and other education stakeholders?
- d. You will prepare a 60 minute presentation/demonstration to discuss your topic and findings in class. Your presentation must be interactive and it should include a demonstration section during which you will engage your peers with hands-on activities and discussions for practical application of your assessment topic in a classroom setting. You will post a copy a copy of your report on Bb to share with your peers along with other handouts, materials, and assessment strategies for direct classroom application.

V) ANALYSIS OF LANGUAGE ASSESSMENT PROJECT (25% of the final grade)

The objective of this assignment is to engage candidates thoughtfully and meaningfully with current writings in the field of second language assessment research and theory, and to apply their emergent analyses and reflections to school-based assessment practices and application. Study and examination of current language assessment research is important for professional growth and development. The Analysis of Language Assessment Project engages candidates in a thoughtful process. It will help them become critical consumers of the second language assessment products, tools, and literature and will bring current course readings and additional research in the field together with emergent and ongoing classroom practice.

In small groups, candidates will be assigned a language assessment instrument for ELLs. You will be tasked to select additional readings (3-5 peer reviewed scholarly articles not more than five years old) on the same/related topic with the assessment chosen. You will review the instrument and the articles and through analytical and critical examination you will construct your report. Your project will require that you formulate thoughts and connect those thoughts to current literature and research in the field. Your report should be *maximum 8 pages* in length. It should reflect what your readings *mean to you* as an educator, *how you relate to the ideas of the authors*, and how and why you *can or cannot apply* these ideas into your current or future assessment practice.

The response should be comprised of three parts: **A) Description/summary of instrument and articles; B) Analysis, application, and interpretation of the assessment instrument, and C) Reflection** on the content and its meaning to you in your current/future professional role and application to your classroom assessment.

Details to guide you in your analysis process: Provide references for your articles and instrument and a scanned copy or the link on Blackboard in the designated area along with your paper and your power point presentation. The purpose is to make your research and analysis available to your peers and facilitate their growth and learning as ELL teachers. They will have the opportunity to comment on your analysis and reflect on your findings identifying ways that these findings can be helpful to them and their future or current educational settings and environments.

A) Description/Summary: Describe the assigned instrument and selected articles and capture their salient points. Share briefly **what** the readings are about, capture the central idea and provide an overview for your reader.

B) Analysis, Application, and Interpretation of the material is the focus of this section. This section is where you, the analyzer, apply your growing knowledge to comment on the language assessment core ideas or research described and discussed in the readings. It concerns your interpretation of the instrument based on the readings we have done in class to date and your professional experience. In this section, utilize *additional supporting sources* from your readings, using APA style, 6th edition. These sources may be taken from your course textbooks, other supporting articles and readings for class, instrument manuals, websites, or books/articles. In your analysis, take in consideration the following:

1. The language and grade level of your target learners:

- Beginners
- Intermediates
- Grade

2. Content area to assess:

- Language Arts
- Social Studies
- Science
- Math

3. The language skill you focus on:

- Reading
- Writing
- Listening
- Speaking

4. Standards on which you base your assessment activities and tools--content/grade-level standards:

- Language Arts
- Social Studies
- Science
- Math
- TESOL
- WIDA

5. Target Population. Consider the target population, grade level, language proficiency level, and number of students in the class.

- 6. Assessment Area and Grade.** Consider the area you have selected your assessment instrument, the type of program in your school/classroom, and your instructional objectives for this assessment.
- 7. Assessment Purpose.** Consider the specific purpose of your assessment activities and tools, if and how each activity and tool matches your assessment purpose, and the standards that your assessment activity addresses.
- 8. Assessment Criteria.** Consider 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. Do you agree/disagree and why with the assessment criteria of the instrument?
- 9. Scaffolding.** Describe and justify scaffolding added (if any) to the assessment activities and tools.
- 10. Validity & Reliability.** Go into depth examining the validity and reliability of your assessment instrument, activities and tools. Explain if and how you believe that the validity and reliability of your assessment have been insured.

C) Reflection: This is a section where you will reflect on what the instrument mean to you, how you connect to it as an ELL teacher assessing your students, and how you might use it (or portions of it) in your (future) classroom assessment practices. You might tell what you would/do **similarly** or **differently**, and **why**, to ensure equitable assessment practices, appropriate placements and instruction. Discuss your findings for effectively assessing ELLs, for providing professional development for teachers, school professionals, and for educating parents and the community.

Presentation: With your group, you will give a *30 minutes* presentation incorporating technology and activities to engage your audience. In the end of your presentation you will allow an *additional 15 minutes* for questions, comments and discussion. You will share what you learned from the readings, your analysis, insights, reflections, and materials with your classroom peers and will post your paper, presentation, copy of your selected articles, and any additional resources you used in your work on Blackboard at a designated area to be available to all members of the class. Class' members will be asked to attend the group presentations in class, read the papers and review the additional resources on Blackboard and post their comments and reflections for each and every group. Comments must be helpful, constructive, and must indicate ways candidates can apply this research and analysis in their own educational setting.

VI). CLASSROOM-BASED ASSESSMENT PROJECT (CBA) (30 % of the final grade)

In this assessment, you will use your knowledge of the issues and concepts of assessment of ELLs to create, implement and evaluate at least two assessment instruments in a language learning classroom. [TESOL standards addressed in this assignment are 1.a, 2.a, 4.a, 4.b, 4.c.]. For this project, 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. You will select two assessments, one language based assessment and one performance-based assessment in a content area that you identify an assessment need. You will find ways in which you will scaffold the assessments to your language learners' age and proficiency levels. **You will implement each assessment with a minimum of five language learners and collect data.** You will then analyze the results of your assessments to identify their validity and reliability. You will compose a report and submit it, along with your complete assessments. This is a **PBA and should be submitted to TaskStream.**

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 1a, 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 2a, 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 2a, 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 *10 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.

VII). CLASSROOM-BASED ASSESSMENT PROJECT PRESENTATION (5 %)

The purpose of this presentation is to build awareness and knowledge across issue groups, so that your peers who have focused on other areas can benefit from what you have learned and improve their own development as teachers. Your CBA presentation should be about 15-20 minutes long and provide an overview of your classroom assessment project, including key findings, problems identified in your school or workplace, possible solutions, suggestions from your colleagues, and your own reflections/conclusions and recommendations.

EDCI 520 ASSIGNMENT EVALUATION RUBRICS

Attendance and Participation Evaluation Rubric

Class Participation	Approaches the Standards 1	Meets the Standards 2	Exceeds the Standards 3
<i>Criteria:</i>			
ATTENDANCE	One unexcused absence. Online work is usually late.	Attends every class session, usually on time, or arranges with the instructor prior to an excused absence or tardy. Some online work is late.	Attends every class session on time or arranges with the instructor prior to an excused absence or tardy. Online work is prepared on time.
PREPARATION OF READINGS	Prepared some of the time for thoughtful contribution to class.	Prepared most of the time for thoughtful contribution to class	Always prepared for thoughtful contributions to class discussions.
PARTICIPATION IN ACTIVITIES, DISCUSSIONS, PROJECTS	Minimal participation in discussions, activities, and projects.	Always participates in discussion, activities, and projects.	Is actively engaged in all aspects of class discussion, in both small and whole class venues, in all activities and projects.
HOMEWORK PROJECTS	Usually prepared with assignments or group work.	Always prepared with assignments or group work.	Always prepared with assignments and assumes active and engaged role in all group work.
BLACKBOARD	Limited contribution to the quality of discussion. Provides limited references to other research, gives some examples, and sometimes evokes follow-up responses from other students. Does not post all assignments required on time.	Enhances quality of discussion. References other research, gives examples, and evokes follow-up responses from other students. Posts all assignments and work required on time.	Demonstrates thoughtful contributions to discussions, citing readings; substantially enhances quality of discussion through meaningful responses to posted strands (e.g., suggests new perspectives on issues, asks questions that help further discussion).

Language Assessment Presentation Evaluation Rubric

CATEGORY	Approaches the Standards 3	Meets the Standards 4	Exceeds the Standards 5
Chapter overview, summary, selection of articles and assessment and summary of readings	Adequate summary of chapter, articles, and assessment content.	Good summary of chapter, articles, and assessment content based on critical and analytical thinking processing and choices.	Excellent summary of chapter, articles, and assessment content based on critical and analytical thinking processing and choices. The summary is concise and captures the essence of the items studied skillfully.
Presentation/Demonstration and Round Table Preparation	Presentation activities are adequately developed with a good understanding of materials and offer adequate insight for peers.	Presentation activities are very well developed with a thorough understanding of materials and offer great insight and awareness for peers.	Presentation activities are very well developed with a thorough understanding of materials and offer not only great insight and awareness for peers but also prepare them to successfully implement what it was learned in their own classroom settings.
Demonstrate understanding of language assessment topic	Engages in discussion and addresses candidates' questions with an adequate level of knowledge and expertise, utilizing some outside help when necessary.	Engages in discussion and addresses candidates' questions with an professional level of knowledge and expertise, utilizing very little outside help.	Engages in discussion and addresses candidates' questions with an exceptionally skillful, knowledgeable and professional manner and with expertise, without needing any outside help.
Lead round table	Engages in discussion during the	Engages in discussion during the	Engages in discussion during the round

discussion and activities	round table session and asks follow-up questions to stimulate further discussion and increase peers' understanding of language assessment issue.	round table session and asks probing, clarification and open ended questions to stimulate further discussion and increase peers' understanding of language assessment issue.	table session and asks probing, clarification, divergent, and open ended questions to stimulate further discussion and increase peers' understanding of language assessment issue. Seeks and receives feedback and reflections from peers who can speak from their own experience with the language assessment issue.
Professionalism and quality of materials and handouts	Provides an adequate amount and quality of materials for use by peers in their own classroom settings.	Provides excellent quality and adequate amounts of materials for use by peers in their own classroom settings.	Provides carefully selected materials and handouts to peers of excellent quality and in adequate amount. The materials can be used directly in the classroom and can serve as assessment tools and reference to peers in their own educational environments.

Analysis of Language Assessment Evaluation Rubric

Criteria	Approaches the Standards 1	Meets the Standards 2	Exceeds the Standards 3
Organization	Has some of the essential components but is disorganized; no real movement from generalities to specifics.	Has all the essential components, but is disorganized. Moves generally from generalities to the specifics.	Follows all requirements as explained in syllabus. Critique well organized with a clear description, a section for analysis, interpretation, & connection to readings, and a personal reflection & classroom connection.
Interpretation	Identifies some questions. Recognizes basic content States some inconsistencies.	Asks insightful questions and recognizes context.	Asks insightful questions. Examines points made in article and discusses potential inconsistencies.
Analysis and Personal Connections to Articles	Identifies some conclusions Sees some arguments Minimal connections to EDCI 520 readings, research, and literature. Minimal reflection to practice included.	Formulates conclusions Recognizes arguments Seeks out information. Connections to EDCI 520 readings. Reflection may not be connected to classroom practice.	Views information critically, and uses reasonable judgment to synthesize information and make connections to EDCI 520 readings and to classroom practice. Includes a strong reflection
Mechanics/ Writing	Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of revision and proofing. Significant APA errors	Reasonably well written; a few minor spelling, grammatical or punctuation errors may be present; evidence of revision and proof reading. APA may contain some errors	Well written with few or no errors or error patterns Clear evidence of regular revision and proofing. Referencing done in correct APA Style
Oral Group Presentation	Group Presentation does not adequately comply with assignment guidelines, or all members do not participate equally. Class audience is not engaged and interactive activities are not part of the	Group Presentation generally meets the assignment guidelines and group members participate equally. Class audience is somewhat engaged and interactive activities are small part of the	Group Presentation is well planned & presented and meets all assignment guidelines; members participate equally and are engaging and enthusiastic. Class audience is very engaged and interactive activities are carefully selected, appropriate and effective.

	presentation. cursory handout and materials are provided.	presentation. Handout and materials are provided but may not adequately represent project content.	Includes well prepared handout and materials that contain salient points of project.
--	---	--	--

Classroom-Based Assessment (CBA) Evaluation Rubric

Category	TESOL Domain	1	2	3
		Approaches Standards	Meets Standards	Exceeds Standards
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 reflect their knowledge of students' culture and how it impacts student learning.	Candidates consistently design the assessments to allow 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	4b	Candidates used simple measures and a limited number of sources of information to	Candidates assess ELL's discrete and integrated ability to use grammar, vocabulary, listening,	Candidates create multiple performance-based measures to assess students' language skills

communicate within a range of contexts		assess ELL's individual language skills and communicative ability.	speaking, reading, and writing skills to communicate appropriate using performance based measures.	and communicate competence across the curriculum.
Integrate various instruments and techniques to assess content-area (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.	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. Draws deep and extensive connections to overall teaching practice. Shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context.
Mechanics/ Writing		Tolerably well written; a fair number of minor spelling, grammatical, and/or punctuation errors; no evidence of regular revision and proofing, major mistakes with APA style.	Reasonably well written; a few minor spelling, grammatical or punctuation errors; easy and interesting reading; evidence of regular revision and proof reading, a few mistakes with APA.	Well written; no grammatical errors; insignificant number of punctuation errors; no spelling errors; clear evidence of regular revision and proofing, correct APA style.

Field Experience Evaluation Form

(for courses that do not require a teaching evaluation form)

Mason Student: _____

G number: _____

Course: _____

Semester: _____

Cooperating Teacher: _____

Title: _____

Years of Experience: _____

Degree/License: _____

Comments:

PERSONAL AND PROFESSIONAL QUALITIES	Excellent	Above Average	Average	Below Average
Communication Skills				
Dependable				
Punctual				
Professional Qualities				
Demonstrates knowledge of child development				
Demonstrates knowledge of content necessary for successful teaching				
Understands how students differ in their approaches to learning				
Can create learning experiences that make subject matter meaningful				
Uses a variety of instructional or assessment strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans activities using knowledge of subject matter, students, community and curriculum goals				
Engages in critical reflection to improve fieldwork experience				
Fosters positive relationships with colleagues, students, and families				

Field Experience Record

Mason Student: _____

Cooperating Teacher: _____

G number: _____

Title: _____

Course: _____

Years of Experience: _____

Semester: _____

Degree/License: _____

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____