EDCI 520 - Section 001
Assessment of Language Learners
FALL   2014

Class meets: Thursdays, 4:30 – 7:10 p.m., Thompson Hall, Rm. 1017

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Prerequisite(s): *EDCI 516 for all, EDCI 519 for ESL candidates, EDCI 560 for Foreign Language Candidates (last 2 courses may be taken concurrently with this course)*

Course Description (3 graduate credits)
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.
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Expanded Course Description
        This graduate course *provides an introduction* to basic principles and current and innovative approaches to assessment of language proficiency, special learning needs, and classroom-based assessment of language learning students in ESL, bilingual education, foreign language, and grade-level classrooms in Grades PreK-12. This course is required for ESL and FL licensure, for the endorsement of teachers who are already licensed, and for the M.Ed. in Multilingual/Multicultural Education, but the principles addressed by the course and the assessment tools examined and developed in it are also applicable to Adult Education and University programs, as well as to native speakers of English in general education classrooms. Course requirements **address Professional Standards in assessment as specified by TESOL and ACTFL** (see pp. 3 - 4).

This survey course also *provides an overview of a wide range of topics*, including:

applying research on language acquisition and teaching to instruction and assessment; designing assessment tools for oral language, reading, and writing to monitor student progress; setting assessment purpose; ensuring reliability and validity; scaffolding assessments in the content areas; using assessment as feedback for learning; developing scoring rubrics and other performance-based assessments; engaging students in peer and self-assessment; 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. *Therefore, given the BREADTH of topics addressed and the variety of programs represented by candidates taking this course, no single topic or skill will receive an in-depth examination.*

Course Objectives --   *Candidates completing EDCI 520 will be able to:*

1.   *Define and apply **basic concepts and terminology*** used in assessment and student evaluation;

2.   ***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);

3.   ***Identify issues in assessment of language learners with special needs*** (learning disabilities or gifted and talented characteristics), including cultural, linguistic, and test bias;

4.   ***Develop classroom-based assessment procedures and tools*** for (a) the four language skills (listening, speaking, reading, and writing) and (b) the content areas;

5.   ***Link assessment to instruction*** by using assessment results to determine next steps in instruction;

6.   ***Draft clear and objective performance criteria*** for language learning;

7.   ***Add scaffolding to differentiate assessments*** for language learners and at-risk learners;

8.   ***Identify student test-taking strategies; and***

9.   *Compare **purposes, advantages, and limitations*** of standardized tests to those of classroom-based assessments.

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 graduate 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 available on Blackboard.

**Teachers of English to Speakers of Other Languages (TESOL) &
Council for the Accreditation of Educator Preparation (CAEP)**

*TESOL Professional Standards for
ESL PreK-12 Teacher Licensure (2010)*

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 the entire document at:
http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-

**American Council on the Teaching of Foreign Languages (ACTFL) &
Council for the Accreditation of Educator Preparation (CAEP)**

ACTFL Program Standards for the Preparation of Foreign Language Teachers (2013)

Standard 1:   **Language Proficiency**

Standard 2:   **Cultures, Linguistics, Literatures, and Concepts from other Disciplines**

Standard 3:   **Language Acquisition Theories & Knowledge of Students and their Needs**

Standard 4:   **Integration of Standards in Planning & Instruction**

Standard 5:   *Assessment of Languages & Cultures – Impact on Student Learning*

Standard 6:   **Professional Development, Advocacy, & Ethics**

Standard 5: Assessment of Languages and Cultures – Impact on Student Learning

Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate

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To see detailed descriptions for ACTFL Standards, performance indicators, and scoring rubrics, please see the entire document at:

http://www.actfl.org/sites/default/files/pdfs/ACTFL-Standards20Aug2013.pdf

Course Requirements*

Requirement	% of Grade	Task Description
1. Language Proficiency Assessment Presentation	**20%**	Review language proficiency test used for placement in language programs *[Team Project]* **(due Weeks 4 - 6)**
2. Classroom-Based Assessment - Case Studies		
Task 1:	**15%**	Evaluate & Adapt Assessment Tools
Task 2:	**15%**	Scaffold Assessment Tools
Task 3:	**10%**	Analyze Implications for Instruction
Task 4:	**10%**	Analyze Assessment Practice (field experience) *[Individual Project, all Tasks completed by Week 10]*
3. Special Needs Assessment Paper/Panel**	**30%**	Review tests & articles, make Panel Presentation, write paper *[Individual AND Team]* (due Weeks 11-13)

***Maximum of 3 class members per team**

__**Post only Requirement #3 on TaskStream and Requirements 1 & 2 on Blackboard__ *(no paper copy needed). Each requirement due by midnight on date 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.

Recommended Texts

Herrera, S. G., K. G. Murry, & R. M Cabral. (2012). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*, 2nd ed. New York: Pearson.

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

Online Resources - Blackboard

Sample Course Projects
Additional Readings
Collaborate – virtual office hours & team meetings (without travel)

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 before each class.

Week & Date	Topics	Readings to be discussed this week
1 8/28	**INTRO TO THE COURSE: Course Objectives & Requirements.** Assessment Concepts, Principles, & Terminology. Validity, reliability, feedback, and washback.	*Brown & Abeywickrama (B & A), Chs. 1 & 2 Definitions of Validity & Reliability**
2 9/4	Range of purposes for assessment -- Classroom-based assessment -- Special Needs Assessment -- **Language Proficiency Assessment** for Program Placement & Accountability. Tests for ESL and Foreign Language students. ACTFL Proficiency Guidelines. *Checklists: Using Descriptive Language.*	*(1) Abedi (2007) English Lang. Proficiency Assmt in the Nation (2) Porter & Vega, Overview of Existing Engl Lang Proficiency Tests, Appendix A. (Pages 81 – 102 and Pages 133 – 189)* http://cacompcenter.org/wp-content/uploads/2013/02/title_iii_elp_report.pdf *(3) Liskin-Gasparro (2003), The ACTFL Prof. Guidelines and the Oral Proficiency Interview; (4) Malone, Research on the Oral Proficiency Interview;* *(5)* Bibliography of Language Testing (ILTA)
3 **9/11**	Do's & Don'ts for Designing Assessment Tools. *Scaffolding Assessments.* *Rating Scales: Using Differentiating Qualifiers.*	*Scaffolding Self-Study*
4 9/18	**ASSESSING READING**. Cloze tests. Multiple-choice tests. Types of Comprehension Questions. *Designing Multiple-choice Tests.* *Due Today: Language Proficiency Assessment Presentations, Part 1.*	*B & A, Ch. 3 (pp. 67 – 82) & Ch. 9*
5 9/25	**ASSESSING READING**. Informal and Analytic Reading Inventories. Running Records. Using assmt. results to direct instruction. *Due Today: Language Proficiency Assessment Presentations, Part 2.*	*B & A, Ch. 9*

6 **10/2**	**ASSESSING WRITING. SELF- and PEER ASSESSMENT**. *DEMO: Self-Assessment Workshop.* *Due Today: Language Proficiency Assessment Presentations, Part 3.*	*B & A, Chs. 6 (pp. 130-134, 144-145, 151-152) & Ch. 10*
7 **10/9**	**ASSESSING WRITING.** Dictation. Picture-cued tasks/stories. Organization: Text structures. *Designing Primary Trait, Analytic, & Holistic Scoring Rubrics.* *Mid-Term Feedback Forms.*	*B & A, Ch. 10*
8 **10/16**	**Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS**. What are the issues? What does valid and reliable assessment look like? Assessment bias.	*(1) Preventing inappropriate referrals… (Garcia & Ortiz, 2004)* *(2) Is there a 'disability' for learning a foreign language? (Sparks, 2006)* *(3) Special Needs Assmt. Readings List*
9 **10/23**	**ASSESSING SPEAKING.** Trends in Foreign Language Assessment. **Demos: Information Gap.** *Fresh Start Interviews – Inter-rater reliability training session.*	*B & A, Ch. 8;* *Powerpoints on Assmt. of Speaking Thompson (2001), "Foreign Language Assmt.: 30 Yrs…"* *http://www.cal.org/resources/archive/news/2000 12/assessment.html*
10 **10/30**	**ASSESSING SPEAKING, GRAMMAR & VOCABULARY.** Picture-cued descriptions/maps. High and low frequency vocabulary, content-based vocabulary. *Due today: Classroom-Based Assessment Tasks.*	*B & A, Chs. 8 & 11*
11 **11/6**	**ASSESSING LISTENING COMPREHENSION.** Macro- and micro-skills. 4 basic types of listening. Phonemic pair discrimination. Info transfer – pictures. TPR. **Special Needs Assmt. Panel Presentations, Part 1.**	*B & A, Ch. 7*
12 **11/13**	**ASSESSING LISTENING COMPREHENSION.** Using assmt. results to direct instruction*.* *Designing listening tasks. CBA Project Team Planning.* **Special Needs Assmt. Panel Presentations, Part 2.**	*Ch. 7*

13 11/20	**GRADING POLICY & PRACTICE.** Absolute grading vs. relative grading (grading on the curve). Converting rubrics into grades. What grades should reflect. Why Extra Credit is a bad idea. <mark>**Special Needs Assmt. Panel Presentations, Part 3.**</mark>	B & A, Ch. 3 (pp. 79 – 82) & Ch. 12
14 11/27	*NO CLASS – Happy Thanksgiving*	
15 12/4	**ASSESSMENT FOR ACCOUNTABILITY.** What Standardized Test Scores mean. Appropriate & Inappropriate Test-Preparation. Test-taking strategies. **Course Evaluation Forms. Feedback Forms. Materials Release Forms.**	B & A, Ch. 5

* Readings not in the textbook are on Blackboard.

**Due Dates: All due dates are by midnight on date indicated.

Absences

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

<u>If you know in advance</u> 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.

<u>Your presence in each class session is highly valued, and since we only meet once a week, we need to hear from you</u>. Absence from class means you miss the presentation, peer feedback, and/or group discussion, and we miss your contribution to the session.

Students <u>absent twice</u> may have their final grade reduced by one letter grade. Students <u>missing 3 or more class sessions</u> (regardless of the reason) 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. We can discuss this during class if you would like to change it.

Description of Course Requirements

Pre-service and in-service teachers in this course will be responsible for making two presentations, submitting one written paper, and completing four written tasks evaluating, analyzing, and adapting assessment tools and their uses for classroom-based assessment.

1. Language Proficiency Assessment Presentation

Teachers will work on a team of three to review and critique language proficiency tests currently used in the schools to determine placement in ESOL and foreign language programs. Each team will make a presentation on a different subcomponent and grade level of either WIDA or ACTFL tests/tasks and critique them using criteria such as validity, reliability, and practicality.

2. Classroom-Based Assessment Case Studies

Teachers will work individually and at their own pace on several tasks based on case studies and designed to engage each teacher in evaluating, adapting, scaffolding, and analyzing classroom-based assessments and their appropriateness, validity, reliability, and implications for future teaching. One of the tasks requires field experience in the schools either observing a teacher (for pre-service candidates) or conducting a self-assessment of one's own assessment practices (in-service teachers).

3. Special Needs Assessment Paper & Panel

Teachers will select one test used to diagnose special needs (learning disabilities or gifted and talented characteristics) and critique this test on a panel presentation. Individual members of each panel will identify articles critiquing the test and write a paper analyzing both the test and the articles critiquing it using assessment principles acquired in this course.

Assessment of Course Projects

In assessing your work, my goals are to determine the extent to which you have met the **standards and criteria** for performance, to provide you with **feedback** for improvement, and to be as **fair and objective** as possible.

1. 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.

2. 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 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.

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 paper. 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.) 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. Total course scores from 3.0 -3.69 will be assigned a "B" or "B+" and scores at 2.9 or below will receive a C.

Scores on a rubric are holistic for each category and are not exact - and I usually assign a slightly higher grade to the student than the one they may actually deserve, especially when using a new rubric that may not adequately differentiate between one score and another.

Pluses (+) and minuses (-) are optional and may be assigned at the discretion of the instructor. As such, they are not debatable. The instructor uses pluses and minuses to distinguish between those students who consistently made high scores on their work and those who did not. I think it is only fair for those students who consistently make scores

of 4 on everything they turn in to get an A and for those who turn in one or two almost 4 papers to make a qualified A, an A-. If both categories of students were to get the same grade, then it would be meaningless.

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 a week 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.

Active, Attentive Class Participation

Each graduate student is <u>expected to participate actively</u> in presentations and group tasks each week <u>by asking relevant questions or contributing ideas or personal experiences</u> that move the discussion topic forward. <u>Please do not bring any materials</u> 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). <u>Out of courtesy to your classmates, please do not bring meals into the classroom</u>.

Time Management

One of the most critical variables contributing to your success in this course this semester will be time management. As you review the course requirements, necessary teamwork and planning, assigned readings, and scoring rubrics, make an honest evaluation of how much time you will need to complete each task and plan to arrange your daily routines to allow yourself the time to apply the principles learned in this course.

<u>Technology Requirements</u>

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

2. **Class Web Site:** Each student will access **Blackboard (MyMason)** 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 the class web site is through the *Courses* tab at **http://mymasonportal.gmu.edu**.

If you have problems getting into Blackboard, please email support@gmu.edu or go to https://itservices.gmu.edu/help.cfm 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.

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 to be informed of emergency situations on campus by cell phone (automatic sign up for GMU email). Go to https://ready.gmu.edu/masonalert/

TaskStream:

Required Submission of CAEP Performance-Based Assessment (PBA)

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

Evaluation of your performance-based assessment will be provided through TaskStream at
https://www1.taskstream.com/

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 CAEP Performance-Based Assessment for this course is the

Special Needs Assessment Paper & Panel.

College of Education & Human Development: 5 Core Values
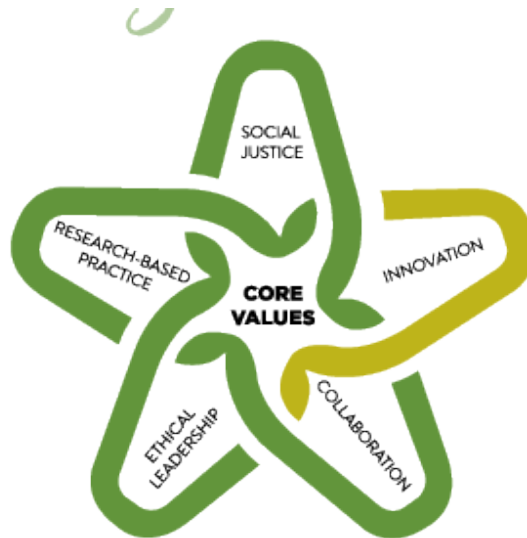
The College of Education & Human Development is committed to five CORE VALUES: *collaboration, ethical leadership, innovation, research-based practice, and social justice*. Graduate students are expected to adhere to these values both in and out of class. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

GMU Policies & Resources for Students

a. Students must adhere to the guidelines of the George Mason University Honor Code (http://oai.gmu.edu/the-mason-honor-code/). The principle of academic integrity is taken very seriously.

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.

Violations of the Honor Code in this course include:

- Copying a paper or part of a paper from a previous student (current or past);
- 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 these words;
- Working with another individual (who is in this class or not) to prepare your papers for this course (each team member should write his/her own part of a paper). Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed. You are being graded on your own ability to write papers.

b. Students must follow the university policy for Responsible Use of Computing (See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

c. 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.

d. 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/).

e. Students with disabilities who seek accommodations in this course must be registered with the GMU Office of Disability Services (ODS) and inform this instructor in writing either before or during the first week of class. (See http://ods.gmu.edu)

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. This includes arriving to class early or on time, remaining for the entire class, and participating in a non-disruptive manner.

Discussion and debate are encouraged in this course, with the firm expectation that <u>all aspects of the class will be conducted with civility and respect</u> for differing ideas, perspectives, and traditions. When in doubt, please ask the instructor for guidance and clarification.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit the website [See http://gse.gmu.edu/].

Analytic Scoring Rubric for Language Proficiency Assessment Presentation

Score Points / Domain	1	2	3	4
Description	Does not describe target population or components of procedure or test.	Describes target population and components of test incompletely.	Describes target population and components of test inaccurately.	Clearly describes target population and components of test.
Critical Analysis	Does not conduct an analysis.	Conducts an incomplete AND inaccurate analysis.	Omits key limitations or describes rather than analyzes.	Conducts a thorough, accurate analysis and justifies and supports points made.
Validity & Reliability	Does not evaluate validity or reliability of test.	Evaluates both validity and reliability incorrectly.	Evaluates either validity or reliability with some inaccuracies.	Accurately evaluates test items and scoring procedures for content, construct, and consequential validity and various types of reliability.
Clarity	Communicates information in organized manner, but leaves out required information, uses few assessment terms, and/or is unable to respond to questions.	Communicates information in organized manner, but may leave out required information or assessment terminology or fail to respond to questions.	Communicates information in well-organized manner, but may be too detailed or need clarification, omit assessment terminology, or respond to questions inaccurately or incompletely.	Clearly communicates information in well-organized, concise, and unambiguous manner, using assessment terminology and responding to questions about the tool, process, or analysis.
Recommen-dations	Does not make recommendations for improving the test.	Makes recommendations that do not improve the test.	Makes recommendations that are not research-based or does not explain or	Explains and justifies research-based recommendations for improving the test.

			justify them.	

All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .20 points.

Feedback on reverse side

EDCI 520 – 001 --   PIERCE

Scoring Rubric for Special Needs Assessment Paper & Panel***CAEP PBA -- Revised FALL 2014

Score / Domain	1	2	3	4
Purpose of Assessment	Does not explain differences or only describes various types of assessment purposes, including those for identifying learning disabilities and gifted and talented characteristics.	Incompletely AND inaccurately explains differences between various types of assessment purposes and how assessment of learning disabilities and gifted and talented characteristics differs from classroom-based assessment.	Explains differences between various types of assessment purposes and how assessment of learning disabilities and gifted and talented characteristics differs from classroom-based assessment, with some inaccuracies or incompletely.	Clearly and accurately explains differences between various types of assessment purposes and how assessment of learning disabilities and gifted and talented characteristics differs from classroom-based assessment.
Diagnosis of Language vs. Special Needs	Does not describe a diagnostic process for determining language proficiency levels before conducting special needs assessment.	Describes, with numerous inaccuracies or incompletely or with lack of clarity, a diagnostic process for determining special needs assessment.	Describes, in general terms or with inaccuracies, a diagnostic process for determining special needs, including the role of language assessment.	Provides an accurate step-by-step description and rationale for a research-based diagnostic process for determining special needs (learning disabilities or giftedness) , including the role of language assessment.
Validity & Reliability	Does not explain validity or reliability and fails to use this information in deciding when to use the measure.	Explains validity AND reliability inaccurately and/or incompletely but may use this information appropriately in deciding when to use the measure.	Explains validity OR reliability inaccurately or incompletely but uses this information appropriately in deciding when to use the measure OR over-relies on direct quotations or judgment of the authors (instead of your own) to explain one or both principles.	Thoroughly and accurately explains construct, content, predictive, and consequential validity and test-retest AND intra- or inter-rater reliability of assessment tools and takes a clear position on and explains whether each type of validity and reliability is high or low for the test reviewed.

Equity Issues	Does not explain issues of cultural, linguistic, or test (format) bias or propose appropriate accommodations.	Inaccurately and incompletely explains issues of cultural, linguistic, or test (format) bias and proposes inappropriate accommodations or does not propose accommodations and does not take a position on these issues.	Explains issues of cultural, linguistic, or test bias but may have some inaccuracies or incomplete information, may propose accommodations that are inappropriate or not propose accommodations, or may not take a clear stand.	Accurately identifies and takes a clear stand on issues of cultural, linguistic, or test (format) bias evident in the test and proposes accommodations that ensure language learners are equitably evaluated.
Panel Discussion	Does not describe commonalities and differences among articles reviewed AND/OR does not engage class in discussion.	Incompletely AND inaccurately describes commonalities and differences among articles reviewed OR does not engage class in discussion.	Incompletely OR inaccurately describes commonalities and differences among articles reviewed or does not engage class in active discussion.	Clearly articulates commonalities and differences among articles reviewed by panel and engages class in actively discussing them.

All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .20 points.

Feedback:

Analytic Scoring Rubric for Classroom-Based Assessment Case Studies

Score	1	2	3	4
Evaluating & Adapting Assessment Tools	Does not adapt assessment tools. Uses language that is vague and subjective and does not differentiate one level from another. Does not address issues of validity and reliability.	Makes few or ineffective adaptations of assessment tasks and/or tools with inaccuracies in justification or uses vague or subjective language that does not differentiate between one level and another. Addresses issues of validity or reliability generally or needs elaboration.	Adapts assessment tasks and/or scoring tools with some inaccuracies in format or justification. Uses descriptive language with vague or subjective terms but ensures differentiation between one level and another. Addresses issues of validity or reliability with some inaccuracies or incompletely.	Effectively adapts and justifies assessment tasks and/or scoring tools. Uses descriptive (objective), precise and measurable terms in scoring tools that clearly differentiate between one level of performance and another. Accurately defends validity and reliability of assessments.
Scaffolding Assessment Tools	Most assessment tools lack appropriate scaffolding.	Does not use a variety of scaffolding approaches and/or uses scaffolding that does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches, but does not add scaffolding to some assessment tools, or scaffolding does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches for each assessment task and tool, and these match the language proficiency level of target students and enable them to show what they know.
Analyzing Implications for Instruction	Does not specify next steps needed in instruction based on assessment results.	Specifies next steps needed in instruction based on assessment results but contains inaccuracies and is incomplete.	Specifies next steps needed in instruction based on assessment results but contains inaccuracies or is incomplete.	Accurately specifies next steps needed in instruction based on assessment results.

Analyzing Assessment Practice	Analyzes assessment practices with major inaccuracies or incompletely and does not make recommendations for improvement.	Analyzes assessment practices with major inaccuracies or incompletely and may not make recommendations for improvement.	Analyzes assessment practices with minor inaccuracies or incompletely but makes recommendations for improvement.	Clearly and accurately analyzes assessment practices observed and makes recommendations for improvement.

All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .20 points.

Feedback: