George Mason University
College of Education and Human Development
Graduate School of Education

Concentration:
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 520:
Assessment of Language Learners
3 Credits
Fall 2015

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Meeting Dates: Thursdays
Meeting Time: 4:30 - 7:10 pm
Meeting Location: West Bldg., Rm. 1008

COURSE DESCRIPTION

A. *Prerequisites/Co-requisites*
    a. EDCI 519 or EDCI 560

B. *Catalog Description:*
C. Examines innovative approaches to assessing language learners. Includes 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 assessments to instruction. Requires 20 hours of PK-12 classroom fieldwork.

D. *Expanded Course Description*

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

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include teacher-led class discussion, small group activities, student-led discussions of selected research topics, database search of research-based articles and online posting of results. It also includes presentations, videos, webcasts, cooperative learning activities, hands-on field experiences, power point presentations, technology integration, discussion boards, and wikis. The course is delivered face to face and some of the work will be delivered through the Blackboard 9.1TM web-based course management system.

REQUIRED TEXT

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

RECOMMENDED TEXT(S)

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.

Other Resources Available on Blackboard

Additional Required Readings , Sample Course Projects, &

Collaborate – virtual office hours & team meetings (without travel)

RECOMMENDED RESOURCE(S)

TESOL, PreK-12 English Language Proficiency Standards. ISBN: 978-193118531-8.

Telephone: 703-836-0774. Fax 703-836-6447. Email: tesol@tesol.org http://www.tesol.org

WIDA Standards Booklet: must be ordered through the WIDA consortium.
You may call them toll free at: 866-276-7735

STUDENT OUTCOMES & PROFESSIONAL STANDARDS

Students completing EDCI 520 will be able to:

1. *Compare purposes, advantages, and limitations* of standardized tests to those of alternative assessments; compare purposes, advantages, and limitations of standardized tests to those of alternative assessments;
2. *Define concepts and terminology* used in traditional assessment and in innovative approaches to assessment;
3. *Critically review language proficiency assessment measures* for validity, reliability, and cultural bias, and make recommendations for use with English and foreign language learning students (and native speakers of English);
4. *Identify issues in assessment of language learners with special needs*, such as learning disabilities and/or gifted and talented;
5. *Critically examine and develop assessment procedures and tools* for (a) the four domains (listening, speaking, reading, and writing) and (b) the content areas;
6. *Link assessment to instruction* by designing a variety of assessments that are embedded within instructional activities;
7. *Draft clear and objective performance criteria* for language learning;
8. *Add scaffolding to assessment and instruction* for language learners and at-risk learners;
9. *Draft a student assessment portfolio* and involve learners in self-assessment;
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/CAEP *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·T) 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, ACTFL 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.

American Council on the Teaching of Foreign Languages (ACTFL) &

Council for the Accreditation of Educator Preparation (CAEP)

6. ACTFL Program Standards (2013) 5*: Languages & 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 Pk-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 results to stakeholders.

7. **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].

8. **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].

9. **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].

10**. 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 EDUC 520 to *INTASC 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.

Relationship of Assignments to Standards:

Assignment	Grade Value in Points	TESOL Standards	NETS-T Standards
Class Participation	15	1a, 2a, 3a, 4a, 4b, 4c, 5b	1b, 3a, 3d, 5c
Language proficiency assessment project	25	1a, 2a, 3a, 4a, 5b	1b, 2a, 2b, 2c, 3b, 3d, 5c
Classroom-Based Case Studies	25	1a, 2a, 3a, 4a, 4b, 4c	1b, 2a, 2b, 2c, 2d, 3b, 3d
Classroom-Based Assessment (PBA) & field experience	35	1a, 2a, 4a, 4b, 4c	1b, 2a, 2b, 2c, 2d, 3c, 3d, 5c

RECOMMENDED READINGS

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

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 REQUIREMENTS, ASSIGNMENTS and GRADING

Performance Based Assessment (PBA) Requirements: All licensure courses have required PBAs. The required PBAs for this course are: ***Classroom Based Assessment Project*** and the ***Field Experience Log*** and ***Evaluation Form***. These PBAs must be posted to Blackboard where they will be reviewed and graded.

A. COURSE ATTENDANCE and PARTICIPATION (15 points)
Participation is expected of each student in every class. You are expected to arrive in class on time and to actively contribute to the activities and discussions by critically analyzing issues, asking questions, or making observations about and reflecting on the readings indicating your thorough preparation for the class. You are responsible for all assigned coursework and readings. If there is an emergency that affects your attendance, please inform the professor prior to the absence. It is your responsibility to obtain copies of any materials distributed in any class you may have missed. The guidelines and expectations for Class Participation are outlined in detail in the "***Course Requirements and Assignments***" document and are posted on Bb.

B. CLASSROOM BASED ASSESSMENT CASE STUDIES (25 points) – Teachers will work individually and at
their own pace on several tasks that will scaffold the final CBA performance based assessment project. Each of the three mini-assignments are designed to engage you in evaluating, adapting, scaffolding and analyzing classroom based assessment as well as examining the reliability, validity and implications for future teaching. Details of the assignment and grading rubrics are posted to Bb.

C. LANGUAGE PROFICIENCY ASSESSMENT PRESENTATION (25 points) – Teachers will work in 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 the criteria such as validity, reliability and practicality. Additional details of the assignment and grading rubric are posted to Bb.

E. CLASSROOM BASED ASSESSMENT PROJECT- FIELD EXPERIENCE (CBA) (35 points)
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 the Log and Evaluation Form should be submitted to Blackboard.** The guidelines for the CBA Project are outlined in detail in the "***Course Requirements and Assignments***" document and are posted on Bb.

GRADING

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
For more information see: http://jiju.gmu.edu/catalog/apolicies/gradstandards.html

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 APTDIE office.

Blackboard REQUIREMENTS

Every candidate registered for any Curriculum and Instruction course with a required PBA is expected to submit it to Blackboard (regardless of whether the course is an elective, a one time course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard 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. All TCLDE licensure courses have required Performance Based Assessments (PBA).

The required PBAs for this course are the **Classroom Based Asssessment Project and Field Experience Log/Evaluation Form.** All students must post these to Blackboard, where they will be reviewed and graded. Please see the TCLDE website for more information.

File-Naming Protocol

In this course, please name each electronic file submitted for feedback, for a score or for a grade using the following protocol:

YOUR LAST NAME_FIRST INITIAL_Requirement Name_mmddyy

(Month Day Year of Date Submitted)

EXAMPLE: VALDEZ_L_CBA Project120115

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

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 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/].

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. [See http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf]

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. 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/].

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

TCLDEL students are expected to attend **all** class periods for face to face courses and participate every week on the discussions and activities for online courses for which they registered. Only approved (see Mason Catalog) absences will not result in a grade penalty.

COURSE WITHDRAWAL WITH DEAN APPROVAL

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason Catalog). Students must contact an academic advisor in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

TECHNOLOGY IN CLASS

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

ABOUT YOUR CURRENT TEACHING STATUS

To fulfill the requirements of this course, you will need direct access to students and instructional and assessment materials in classroom settings.

1. You are currently teaching in an ESL/FL/Immersion classroom on a part- or full-time basis. You can work with these students to meet course requirements.

2. You are currently teaching in a classroom, but not with ESL/FL/Immersion students. You will need to talk with teachers in one of these settings and observe their students.

3. You are not currently teaching in a classroom. You will need access to curriculum and assessment materials and students. Some options include:

> a. Volunteer to help a teacher you already know in Category 1 above (perhaps from previous field experiences) with assessment activities. This has been a successful approach for many students.
> b. Work as a substitute teacher in Category 1 on a short or long-term basis. Work with the needs of these students to meet course requirements.
> **c.** Team up with someone in this course who is willing to share his/her students with you.

GUIDELINES FOR WORKING IN TEAMS

Teachers who want to work together as a team, need to discuss carefully each team member's role in the project. Each of you should take a lead role, but you should not proceed without getting feedback from your team members and informing them of your progress, consulting them for ideas, and so on. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each.

Lead roles may include:

- Presenting assessment models and rubrics to the team for feedback;
- Identifying outside readings that can inform your project and sharing them with the team;
- Presenting ideas on how to address issues of validity and reliability;
- Drafting an outline of the team project; and
- Preparing the initial draft of the written report.

Members of each team will receive the same team grade.

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 9/3	**INTRO TO THE COURSE: Course Objectives & Requirements.** Assessment Concepts, Principles, & Terminology. Range of purposes for assessment. Course Requirements - Language proficiency assessment presentation. Special needs assessment critique. Classroom-based assessment project.	*Brown & Abeywickrama (B & A), Ch. 1*
2 9/10	Validity, reliability, feedback, and washback. **Language Proficiency Assessment** for Program Placement & Accountability. **LPA Presentation Guidelines** Tests for ESL and Foreign Language students. ACTFL Proficiency Guidelines.	*(1) Definitions of Validity & Reliability** *(2) B & A, Ch. 2* *(3) **Bauman, Boals, Cranley, Gottlieb, & Kenyon** Assess.Comprehension & Communication (pages 81-91)* *(4) **Porter & Vega,** Overview of Existing Engl Lang Proficiency Tests & Appendix A. (pages 93 – 102 and 133 – 189)* *[#s 3 & 4 in **Abedi (2007), English Lang. Proficiency Assmt. in the Nation**]* *(5) **Liskin-Gasparro** (2003), The ACTFL Prof. Guidelines and the Oral Proficiency Interview* *(6) **Malone,** Research on the Oral Proficiency Interview* *(7) Discussion Questions on Bboard*
3 9/17	**Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS**. What are the issues? What does valid and reliable assessment look like? Assessment bias in standardized tests of cognitive ability. **Special Needs Assmt. Guidelines**	*(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*
4 9/24	*Scaffolding Assessments.* *Checklists: Using Descriptive Language. Rating Scales: Using Differentiating Qualifiers.* Do's & Don'ts for Designing Assessment Tools. **Classroom -Based Assmt. Guidelines**	*Scaffolding Self-Study Module on Bboard*
5 10/1	**ASSESSING WRITING.** Dictation. Picture-cued tasks/stories. Organization: Text structures. *Designing Primary Trait, Analytic, & Holistic Scoring Rubrics.* *Due Today: Language Proficiency Assessment Presentations, Part 1.*	*B & A, Ch. 10*
6 10/8	**ASSESSING WRITING. SELF- and PEER ASSESSMENT**. *DEMO: Self-Assessment Workshop. Checklists & Rating Scales.* *Due Today: Language Proficiency Assessment Presentations, Part 2.*	*B & A, Chs. 6 (pp. 130-134, 144-145, 151-152) & Ch. 10*

7 10/15	**ASSESSING READING**. Cloze tests. Types of Comprehension Questions. *Designing Multiple-Choice Test Items. Standardized tests and reading. Mid-Term Feedback Forms. Due Today: Language Proficiency Assessment Presentations, Part 3.*	*B & A, Ch. 3 (pp. 67 – 82) & Ch. 9*
8 10/22	**ASSESSING READING**. Standardized Informal and Analytic Reading Inventories. Running Records. Using assmt. results to direct instruction. **CBA Drafts - deadline for feedback: Pre-Tests.**	*B & A, Ch. 9*
9 10/29	**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…"*
10 11/5	**ASSESSING SPEAKING, GRAMMAR & VOCABULARY.** Picture-cued descriptions/maps. High and low frequency vocabulary, content-based vocabulary. **Due today: Special Needs Assessment Critique.**	*B & A, Chs. 8 & 11*
11 11/12	**ASSESSING LISTENING COMPREHENSION.** Macro- and micro-skills. 4 basic types of listening. Phonemic pair discrimination. Info transfer – pictures. TPR.	*B & A, Ch. 7*
12 11/19	**ASSESSING LISTENING COMPREHENSION.** Using assmt. results to direct instruction*. Designing listening comprehension tasks.* **CBA Drafts - deadline for feedback: Post-tests.**	*Ch. 7*
13 11/26	**No Class - Thanksgiving Holiday**	
14 12/3	**GRADING POLICIES & PRACTICES.** Absolute grading vs. relative grading (grading on the curve). Converting rubrics into grades. What grades should reflect. Why Extra Credit is a bad idea. **CBA Drafts - deadline for feedback: Analysis.**	*B & A, Ch. 3 (pp. 79 – 82) & Ch. 12*
15 12/10	**ASSESSMENT FOR ACCOUNTABILITY.** What Standardized Test Scores mean. Appropriate & Inappropriate Test-Preparation. Test-taking strategies. **Due Dec. 14: Classroom-Based Assessment Project.** **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 of date indicated.

Classroom-Based Assessment

Performance-Based Assessment (required)

Description of Assessment

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

You will:

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

TESOL Standards Assessed

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

Domain 4(a) - Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

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

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

ACTFL Standards Addressed:

ACTFL Program Standards (2013) 5*: Languages & 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 results to stakeholders.

Classroom-Based Assessment Instructions

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

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

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

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

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

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

Step Four: Implement both assessments with language learners and collect data.

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

Step Five: Analyze data and identify ways to revise the assessments.

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

Other Considerations

- Use APA style (current edition).
- Your narrative should not exceed 12 double-spaced pages. You may include as many appendices as you need. Exceeding the page limit may affect your grade. Proofread your narrative carefully for stylistic and formatting errors. I encourage you to have someone you trust read your paper for you before you hand it in.

Analytic Scoring Rubric for Classroom-Based Assessment

Score Points / Domain	Does Not Meet 1	Approaching 2	Meets Standards 3	Exceeds Standards 4*
Design & Administration **TESOL 4b**	Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools. Uses language that is vague and subjective and does not differentiate one level from another.	Adapts and administers assessments based on either language or content objectives, but some are not performance-based and contain inaccuracies. Uses language that is vague and/or subjective or does not effectively differentiate one level from another.	Adapts or designs and administers criterion-referenced, performance-based assessments based on either language or content objectives and/or contains inaccuracies or incomplete information on one or more assessment tools OR uses descriptive language with some vague or subjective terms that do not clearly differentiate between one level and another.	Accurately adapts or designs and administers the required variety of tasks and criterion-referenced, performance-based assessments of both language and content based on state standards and classroom instruction and matches scoring criteria to learning objectives. Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.
Justification **TESOL 4a**	Does not provide a rationale or justification for adapting each assessment tool.	Provides few details in rationale, little justification for adapting each assessment tool, does not revise tools from pre-to post-test, and/or needs extensive elaboration.	Provides a defense for using some tools but not for others OR does not revise tools with supporting explanation OR needs elaboration.	Provides specific reasons for choosing each assessment tool format and structure, making each appropriate to the target group and assessment purpose, and revises pre-tests to be used as post-tests, providing a supporting explanation for each revision.

Scaffolding **TESOL Standard 4c**	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.
Validity & Reliability **TESOL 4a**	Addresses issues of validity AND reliability incorrectly AND INCOMPLETELY.	Addresses issues of validity or reliability with major inaccuracies or incompletely.	Addresses issues of validity or reliability with minor inaccuracies.	Accurately and thoroughly explains how design of each assessment tool ensures construct, content, and consequential validity and intra-rater reliability.
Analysis of Teaching Impact & Design **TESOL 4b**	Does not analyze results.	Only briefly describes results and needs elaboration, or arrives at conclusions and recommendations without evidence from test results, and/or analyzes results inaccurately.	Analyzes pre- to post-test score changes with some inaccuracies or for only some assessment tools, may need elaboration on how pre-test results were used to drive instruction or how post-test results show impact of teaching, and/or specifies next steps for either instruction or program placement based on what students learned.	Accurately analyzes pre- to post-test score changes on each assessment tool, explains how pre-test scores were used to direct instruction, explains level of teaching impact, and specifies next steps in instruction and program level placement based on what students have learned.