EDCI 520: Section 001
Assessment of Language Learners

3 Credits – FALL 2016
Thursdays, 4:30 – 7:10 pm, West Bldg., Rm. 1004- Fairfax Campus

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Office Location:	Thompson Hall, Rm. 1502 – Fairfax Campus

Prerequisite – EDCI 516   **Co-requisites** - EDCI 519 or EDCI 560

University Catalog Course Description

   Examines innovative approaches to assessing 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 assessments to instruction. Requires 20 hours of PK-12 classroom fieldwork.

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 Method

This course will be delivered using a lecture format.

Learner Outcomes

This course is designed to enable students to do the following:

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*

PROFESSIONAL STANDARDS

Upon completion of this course, students will have met the following professional standards:

Teachers of English to Speakers of Other Languages (TESOL) Standards

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) Standards

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.

International Society for Technology in Education (ISTE - Standards-T)

7. **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. [1b].

8. **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 standards. [2a, 2b, 2c, 2d].

9. **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. [3a, 3b, 3d].

10**. 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**.** [5c].

REQUIRED TEXT

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.

Resources Available on Blackboard

Additional Required Readings, Sample Course Projects

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

Recommended Resources

TESOL, PreK-12 English Language Proficiency Standards.
http://www.tesol.org

ACTFL, World Readiness Standards for Learning Languages.
http://www.actfl.org/publications/all/world-readiness-standards-learning-languages

WIDA Standards
https://www.wida.us/standards/eld.aspx

ADDITIONAL RECOMMENDED READING

Arter, J. & J. McTighe. (2001). *Scoring rubrics in the classroom.* Thousand Oaks, CA: Corwin Press.

Black, P. & D. Wiliam. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2), 139-148.

Chappuis, J. (2005). Helping students understand assessment. *Educational Leadership* 63 (3), 39 – 43.

Dodge, J. (2009). *25 quick formative assessments for a differentiated classroom*. New York: Scholastic.

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

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

Pierce, L.V. (2003) *Assessing English Language Learners*. Washington, DC: National Education Association.

Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Popham W. J. (2011). *Classroom Assessment: What Teachers Need to Know.* (6th ed.). Boston: Pearson.

Readence, J.E, Moore, D.W., and Rickelman, R.J. (2000). *Prereading activities for content area reading and learning*. Newark, DE: International Reading Association.

Reutzel, D. R. & R. B. Cooter, Jr. (2010). 4th ed. *Strategies for reading assessment and instruction: Helping every child succeed.* Upper Saddle River, NJ: Merrill Prentice Hall.

Stiggins, R. (2007). Assessment through the student's eyes. *Educational Leadership* 64 (8), 22 – 26.

Stiggins, R.J.& Chappuis, J. (2011). *An introduction to student-involved assessment FOR learning* (6th ed.). Boston: Pearson.

Stiggins, R., J. Arter, J. Chappuis, & S. Chappuis (2006), *Classroom assessment for student learning*. Upper Saddle River, NJ: Merrill/ETS College Textbook Series.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor in this syllabus and on Blackboard.

COURSE REQUIREMENTS

1) LANGUAGE PROFICIENCY ASSESSMENT PRESENTATION

Teacher candidates will work in teams 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. Additional details for this assignment and its scoring rubric are included in this syllabus and posted on Blackboard.

2) INSTRUCTION & ASSESSMENT PLAN – COMMON ASSESSMENT

This requirement is new for 2016 and is being required across all teacher licensure programs in the Graduate School of Education. The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a student with developmental, learning, physical or linguistic differences, including a plan for assessing the student's progress. The guidelines for this plan and its scoring rubric are included in this syllabus and posted on Blackboard. **This is a program-required common assessment and your final paper (as a Word document) should be uploaded to Blackboard.**

3) CLASSROOM BASED ASSESSMENT PROJECT- FIELD EXPERIENCE (CBA)

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. 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 performance-based assessments, one language-based assessment and one content-based assessment 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 **program required** performance-based assessment (PBA) **and both your final paper (as a Word document) and the Field Experience Log/Evaluation Form (as a scanned PDF document) should be uploaded to Blackboard**

(no cell phone photos). The guidelines for preparing the CBA Project and its scoring rubric are included in this syllabus and posted on Blackboard.

Please Note – Submission Requirements

Written papers and Powerpoint slides will be submitted BOTH online and in paper copy by the specified deadline. Only Word documents and Powerpoints will be accepted for work generated by each candidate. The Field Experience Log/Evaluation form can be scanned and submitted as a PDF document. No cell phone or other photo images of required documents will be accepted.   UPLOAD COURSE REQUIREMENTS TO BLACKBOARD UNDER ASSESSMENTS.

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 Project120116

OTHER REQUIREMENTS

Attendance and Participation

Active participation is expected of each student in every class. You are expected to arrive in class on time and to 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. Details of this policy are included in this syllabus and posted on Blackboard.

Field Experience Requirements

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete <u>a minimum of 20 hours in field</u> experience for this course. Documentation of your field experience using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation Log is located on Blackboard.

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf   You will check the box indicating that*: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences* (including observations and/or case studies). The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs.   Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf
You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."*   The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment.

COURSE REQUIREMENTS by Weight toward Final Grade

Assignment Description	Percent of Grade	Standards Addressed	ISTE-T Standards
Field Experience Log	S/U	Requirement for licensure/endorsement	
Attendance & Participation	15%		
Language Proficiency Assessment Presentation	25%	TESOL 1a, 4a, 4b	1b, 2a, 2b, 2c, 3b, 3d, 5c
Instruction & Assessment Plan	25%	TESOL 3a, 4a, 4b, 4c, 5a ACTFL 5	1b, 2a, 2b, 2c, 2d, 3b, 3d
Classroom-Based Assessment (PBA) & Field Experience	35%	TESOL 1a, 3a, 4c ACTFL 5	1b, 2a, 2b, 2c, 2d, 3c, 3d, 5c

Written papers (saved as Word documents) and Powerpoint slides (saved as slides) will be submitted <u>both online and in paper copy</u> by class time of the due date.

Tk20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDEL course <u>with required performance-based assessments</u> is required to submit these assessments (the **Instruction & Assessment Plan, Classroom-Based Assessment Project & Field Experience Log/Evaluation Form)** to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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	4-pt. Scale*	Interpretation
A+	4.00	Represents mastery of the subject beyond basic requirements
A	4.00	Represents mastery of the subject beyond basic requirements
A-	3.67	Represents mastery of the subject beyond basic requirements
B+	3.33	Reflects understanding of and ability to apply theories and principles at a basic level
B	3.00	Reflects understanding of and ability to apply theories and principles at a basic level
C*	2.00	Indicates an unsatisfactory level of understanding and application of the basic elements of the course
F*	0.00	Indicates an unsatisfactory level of understanding and application of the basic elements of the course

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

* In this course, we are using a 4-point scale for grading.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted by the due dates. Work submitted late will be reduced by one letter grade. Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to accept late/makeup work.*

LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures, interactive tasks, and guest or peer presentations which require your full attention. Cell phones must be turned off/silenced (not on VIBRATE) during class periods, but they may be used during break. Ask the instructor if you have a specific request.

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. For a listing and self-assessment of these dispositions, go to:

https://mymasonportal.gmu.edu/webapps/blackboard/content/listContent.jsp?course_id=_286544_1&content_id=_5579645_1&mode=reset

Or go to Blackboard> Organizations> TCLDEL LOCAL Placement> Dispositions Assessment

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/**.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University Honor Code (see **http://oai.gmu.edu/the-mason-honor-code/**).

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

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students *solely* through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see **http://ods.gmu.edu/**).

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

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University Writing Center 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/**).

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website at https://cehd.gmu.edu/.

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (http:/oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

- Copying the exact words of an author from any published, printed or online source (including the Internet) or closely paraphrasing without quotation marks or without providing a citation to credit the author for a direct quotation, concept, or idea. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/

- You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

- Copying a paper or part of a paper from another student (current or past);

- Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work).
- See our Blackboard web site for more information on how to avoid plagiarism.

GUIDELINES FOR WORKING IN TEAMS

Teachers 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.

Members of each team will receive the same team grade.

Class Schedule – Fall 2016

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 9/1	**INTRO TO THE COURSE: Course Objectives & Requirements.** Assessment Concepts, Principles, & Terminology. Range of purposes for assessment. Course Requirements - Language proficiency assessment presentation. Instruction & Assessment Plan (new). Classroom-based assessment project.	*Brown & Abeywickrama (B & A), Ch. 1*
2 9/8	Validity, reliability, feedback, and washback. **Language Proficiency Assessment** for Program Placement & Accountability. Tests for ESL and Foreign Language students. ACTFL Proficiency Guidelines.	*(1) B & A, Ch. 2, Definitions of Validity & Reliability** *(2)* **Bauman, Boals, Cranley, Gottlieb, & Kenyon** *Assess.Comprehension & Communication (pages 81-91)* *(3)* **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]** *(4)* **Liskin-Gasparro** *(2003), The ACTFL Prof. Guidelines and the Oral Proficiency Interview* *(5)* **Malone,** *Research on the Oral Proficiency Interview* *(6) Discussion Questions on Bboard*
3 9/15	**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.	*(1) Preventing inappropriate referrals… (Garcia & Ortiz, 2004)* *(2) Is there a 'disability' for learning a foreign language? (Sparks, 2006)* *(3) Instr. & Assmt. Plan Readings List & List of Tests*
4 9/22	***Scaffolding Assessments.*** Do's & Don'ts for Designing Assessment Tools. **Language Proficiency Assessment Presentation Draft– deadline for feedback.**	*Scaffolding Self-Study Module on Bboard*
5 9/29	**ASSESSING WRITING.** Dictation. Picture-cued tasks/stories. Organization: Text structures. *Due Today: Language Proficiency Assessment Presentations, Part 1.*	*B & A, Ch. 10*
6 10/6	**ASSESSING WRITING. SELF- and PEER ASSESSMENT.** *DEMO: Self-Assessment Workshop. Designing Primary Trait, Analytic, & Holistic Scoring Rubrics. 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 10/13	*Review/Catch Up Week. Due Today: Language Proficiency Assessment Presentations, Part 3.* **Instruction & Assessment Plan Draft - deadline for feedback.** *Mid-Term Feedback Forms.*	

8 10/20	**ASSESSING READING**. Cloze tests. Types of Comprehension Questions. ***Designing Multiple-Choice Test Items.***	*B & A, Ch. 3 (pp. 67 – 82) & Ch. 9*
9 10/27	**ASSESSING READING**. Standardized Informal and Analytic Reading Inventories. Running Records. Using assmt. results to direct instruction. ***Standardized tests and reading.*** **CBA Draft - Steps 1 - 2 deadline for feedback**	*B & A, Ch. 9*
10 11/3	**ASSESSING SPEAKING.** Trends in Foreign Language Assessment. **Demos: Information Gap.** *Fresh Start Interviews – Inter-rater reliability training session.* Due today: **Instruction & Assessment Plan.**	*B & A, Ch. 8;* *Powerpoints on Assmt. of Speaking* *Thompson (2001), "Foreign Language Assmt.: 30 Yrs..."*
11 11/10	**ASSESSING SPEAKING, GRAMMAR & VOCABULARY.** Picture-cued descriptions/maps. High and low frequency vocabulary, content-based vocabulary. **CBA Draft - Step 3 deadline for feedback.**	*B & A, Chs. 8 & 11*
12 11/17	**ASSESSING LISTENING COMPREHENSION.** Macro- and micro-skills. 4 basic types of listening. Phonemic pair discrimination. Info transfer – pictures. TPR.	*B & A, Ch. 7*
13 11/24	**NO CLASS – Thanksgiving**	
14 12/1	**ASSESSING LISTENING COMPREHENSION.** Using assmt. results to direct instruction***. Designing listening comprehension tasks.*** **CBA Draft - Steps 4 & 5 deadline for feedback**	*Ch. 7*
15 12/8	**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.	*B & A, Ch. 3 (pp. 79 – 82) & Ch. 12*
16 12/15	**ASSESSMENT FOR ACCOUNTABILITY.** What Standardized Test Scores mean. Appropriate & Inappropriate Test-Preparation. Test-taking strategies. Due today: **Classroom-Based Assessment (CBA) Project.** **Course Evaluation Forms. Feedback Forms. Materials Release Forms.**	*B & A, Ch. 5*

* Additional readings that are not in the textbook can be found on Blackboard.

**Due Dates: All due dates are by class time of date indicated; however, you can turn in your papers earlier - any time BEFORE the due date (don't procrastinate and wait until the last day- only you know how many other course, family, and professional obligations you have). All course requirements and projects will be submitted in both electronic and paper copy.

Note: The instructor reserves the right to alter the schedule as necessary, with notification to students.

Language Proficiency Assessment Presentation

Instructions

Purpose: To demonstrate that you can review and analyze assessment instruments and procedures used for identifying the language proficiency level of English language or foreign language learning students.

If you are in the ESL licensure (or add-on endorsement program), you will review tests used in ESOL programs. If you are in the world/foreign languages licensure program, you will review tests for the language you plan to teach.

Process: You will critique (identify the strengths and weaknesses of) a state- or locally-mandated or recommended assessment.

USE ASSESSMENTS CURRENTLY USED FOR LANGUAGE PROFICIENCY ASSESSMENT (LPA) IN A LOCAL SCHOOL SYSTEM. If you are not currently working in a school system, find out what assessments are being used in VA or other states for your target population. I have provided suggestions on the next page.

You will work on a team with two other classmates to prepare and make a Powerpoint slide presentation to address the points below.

Time Frame: Conduct all projects for this course during the semester in which you take the course *(not from previous semesters or years)*. This will ensure your understanding of principles presented in this course. *You will have approximately **20-25 minutes per team** to make your presentation.*

ALL FOREIGN LANGUAGE MATERIALS WILL BE PRESENTED WITH APPROPRIATE EXAMPLES FROM THE FOREIGN LANGUAGE TRANSLATED INTO ENGLISH.

Procedures

1. **Obtain a copy of and review** a state- or locally-mandated language proficiency assessment for students in Grades PreK-12 (for example, Foreign Language teachers in Fairfax Co. use the PALS Test, and ESOL teachers across the state use the WIDA ACCESS for ELLs and DRA, among others). Assessments must be criterion-referenced and/or norm-referenced.

Prepare a Powerpoint presentation providing an *in-depth critique of underline one component of the test (e.g., listening, speaking, reading, or writing)*

Selecting Language Proficiency Components

Most language proficiency tests will consist of more than one component. Each team will select ONE language skill and grade level cluster of the test (e.g., *Reading, Grades 3 - 5)*. Each team presentation will be on a different language skill and grade level from other presentations. You need to get your hands on the actual test to review it, not just sample items online.

ESL Testing

1) WIDA ACCESS Tests for ELLs (required for ELLs in VA and 35 other member states of the WIDA testing consortium).   These are SECURE test kits, which means that they are available only to schools during the testing period (you won't be reviewing these).

Listening	*Speaking*
Grade K	Grade K
Grades 3 – 5	Grades 3 – 5
Grades 6 – 8	Grades 6 – 8
Grades 9 – 12	Grades 9 - 12
Reading	*Writing*
Grade K	Grade K
Grades 3 – 5	Grades 3 – 5
Grades 6 – 8	Grades 6 – 8
Grades 9 – 12	Grades 9 - 12

These tests are used in VA public schools every Spring, from Jan. – April but are NOT available for review outside of these schools. You can take a look at sample test items online. For a description of these tests and for sample items in each of these categories, go to: http://www.wida.us/assessment/ACCESS/sample_items.aspx

http://www.wida.us/downloadLibrary.aspx For additional information, you can also search online for critiques of these tests and proficiency guidelines.

2) WIDA MODEL Tests for ELLs – similar to WIDA ACCESS tests AND available for review – but not used in VA *(available in the Johnson Center Library AV on reserve for this course).* THESE are the tests you'll be reviewing. Several of you may need to share access to one grade-level range kit, because these are kits that include all 4 language skills in one kit.

Listening	*Speaking*
Grade K	Grade K
Grades 1 - 2	Grades 1 – 2
Grades 3 – 5	Grades 3 – 5
Grades 6 – 8	Grades 6 – 8
Grades 9 – 12	Grades 9 – 12
Reading	*Writing*
Grade K	Grade K
Grades 1 - 2	Grades 1 – 2
Grades 3 – 5	Grades 3 – 5
Grades 6 – 8	Grades 6 – 8
Grades 9 – 12	Grades 9 - 12

For a description of the **WIDA MODEL** tests, go to:

http://wida.us/assessment/MODEL/

If no sample items are available for the **MODEL** tests, see the sample items for the **WIDA ACCESS** test.

World/ Foreign Language Testing

1. *Implementing Integrated Performance Assessment* (book available online for $26)

http://www.actfl.org/publications/guidelines-and-manuals/integrated-performance-assessment-ipa-manual-0

Components consist of three types of tasks (includes sample tasks in Spanish, French, Latin, & Arabic for novice, intermediate and advanced learners) with accompanying scoring rubrics:

Interpretive   Interpersonal   Presentational

2. **The Oral Proficiency Interview –** for Novice to Superior levels in 37 languages.

Go to http://www.actfl.org/professional-development/certified-proficiency-testing-program/testing-proficiency   and

http://www.languagetesting.com/wp-content/uploads/2012/07/opi.familiarizationmanual.pdf

Phases include: warm-up, level checks, probes, role-play, and wind-down.

Sample interviews can be found on Youtube:

https://www.youtube.com/watch?v=vZ_IOgIMYVs (Spanish, 5 mins.)

https://www.youtube.com/watch?v=EKA-QB9YhZ0 (English, 14 mins.)

3. The ACTFL tests address *Speaking, Writing, & Proficiency Guidelines*

For a description of Foreign Language test components offered by the ACTFL, go to

http://www.languagetesting.com/general-test-descriptions

 http://actflproficiencyguidelines2012.org/

http://www.languagetesting.com/actfl-proficiency-scale

http://www.languagetesting.com/general-test-descriptions

4. **PALS:** *Performance Assessment for Language Students* (used by the Foreign Language Program in Fairfax Co. Public Schools, VA) has the following test components:

Speaking

Level 1   Level 2   Level 3

Upper Level Presentational

Writing

Level 1   Level 2   Level 3

Upper Level Presentational

Interactive Speaking Tasks

Level 3   Upper Level

Go to the following web site for information on the PALS tests:

http://www.fcps.edu/is/worldlanguages/pals/

For a more complete listing of tests in specific languages, go to Blackboard.

Preparing your Powerpoint Presentation

Organize your presentation using Powerpoint slides to include the following information:

1. **Name of Test and Language Skill**

   - Name the assessment measure and clearly identify the component selected for presentation (e.g., oral language: interview, picture-cued description).

2. **Target Population**

   - With whom are the assessment measures used? (e.g., ESL, foreign language, 3rd grade)?

3. **Analysis** (e.g, Reading, Level 3, Grades 6 – 8)

Use the following headings for the analysis:

a. **Format**

   - What kinds of response formats are used?
   - Are the students familiar with multiple-choice or other formats used?
   - How many items?

b. **Practicality** –

   - Are the assessment process and tool practical to use?
   - Can the assessment measure be administered in less than one hour?
   - Are time limits set?
   - Is the test administered to individuals or groups?

c. **Usefulness**

   - What type of information is generated by test results?
   - How useful is the information generated by the assessment process for diagnosing individual student learning needs and making program placement decisions (e.g., Level 3 ESOL or Spanish II)?

d. **Validity** – Analyze the degree of validity (low, moderate, or high) of the single test component being reviewed according to our textbooks, readings, and class discussions.

   - Do you see evidence of systematic linguistic or cultural bias or other threats to validity?
   - Are all 4 language skills measured by all components combined?
   - What evidence do you find of *construct, content, and consequential validity*?

e. Reliability - Analyze the degree of reliability (low, moderate, or high) of the single test component being reviewed according to our textbooks, readings, and class discussions.

- Is only one test or procedure used or are multiple tests/procedures used?
- Is scoring objective or subjective?
- What about the scoring procedures, is the language unambiguous and objective or vague and subjective?
- Do the assessors need to be familiar with language development issues related to second language learning?
- Does inter-rater reliability apply? Does the test provide directions or training for ensuring inter-rater reliability?
- How about test-retest reliability? How is the accuracy of scoring ensured?
- What about the language used to describe different levels or scores, is it more objective or more subjective?

f. Psychological and Emotional Effects

- What are the likely effects of a formal testing situation on the language learners?
- Do they have prior experience with such testing?
- Is it a high-stakes testing situation likely to cause stress?

g. Recommendations

What recommendations can you make to address any limitations revealed in your analysis? For example, if you found threats to validity, how would you need to change the test or process to eliminate those threats? Provide a research-based reason for each of your recommendations.

4. Sample Test Items

Include a copy of scoring rubrics or criteria and at least 3 sample test items in different formats or of different types to illustrate some of the points you make in your review.

5. Conclusion

a. Synthesize the findings of your analysis

- Does the assessment measure have high or low validity for its purpose with the target population?
- Are the scoring procedures highly reliable?

b. What have you learned about assessing language proficiency by doing this project?

Citations. Provide citations to the assigned readings wherever you can to show that you are making connections to them or using them as justification for your analysis.

5. Presentation Format

Each team will present their review as a Powerpoint slide show consisting of 12 – 15 slides, with font size larger than 24 point on each slide.

Point of View in your Writing: 1st or 3rd Person?

"Traditional academic writing discourages the use of first or second person ('I', 'we', 'you', etc.). This is because it does not sound objective. Instead, it sounds as though you have only a very limited, personal view of the issue you are discussing, rather than a view of the broader picture. First and second person pronouns can also make your work less concise.
Academic training requires students to consider all aspects of a topic, from a range of viewpoints. It also requires students to state general claims and then prove each claim by providing solid evidence from a range of sources.

However, this is **not a hard rule**. In some circumstances it is appropriate to write in the first or second person, according to the writing style of your discipline or the subject matter. For example, reflective writing relies on personal experience, so it is necessary to use first person. If you are unsure, check with your course coordinator."

Massey University (Oct. 2012). *1st vs. 3rd person*. Palmerson North, New Zealand: Online Writing and Learning Link (OWLL),   Retrieved on Jan. 19, 2014 from
http://owll.massey.ac.nz/academic-writing/1st-vs-3rd-person.php

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In this class, whenever you are reflecting on or expressing your own experiences, judgment, or evaluation of a test or assessment procedure, use 1st person *I, we, me or us.* When you are reporting on what an author or someone else thinks, says, or does, use 3rd person *he/she, they/them, her/him/it.* You may need to switch back and forth as you move from one section of your report to another.

Suggestions for Powerpoint Slides*

1. Powerpoint slides are meant to serve as talking points or memory joggers; therefore, limit the number of lines on each slide to about 5, with about 5 words per line. Avoid using the Powerpoint slide as a Word document – too many words in small font make it illegible. Limit number of slides to fifteen.

2. Use a large size font that can be read at least 15 feet away from the projection screen. Size 28 font would be a good starting point.

3. Use a white background and black/white or dark color font. Avoid using yellow or other light-colored fonts that will not contrast well against a white background.

Guidelines

1.   Put <u>your team member names, course number, and date on the first slide</u>.

2.   Limit the main body of your report to 12 – 15 Powerpoint slides.

3.   See the Stylesheet on our course web site for details on citation format and writing style.

4.   For an example of Powerpoint slides for this project, see our class web site on Blackboard AFTER each team has been assigned one test and component.

Please post your LPA Powerpoint slides AS A POWERPOINT (NOT A PDF) FILE on Blackboard under ASSESSMENTS <u>no later than 48 hours after your presentation</u>.*

Only one team member will be responsible for posting the Powerpoint slides for each team.

You will receive feedback from your classmates and from me on the accuracy of your presentation in class. Use this feedback as formative (ungraded) assessment to revise and improve your slides BEFORE uploading them to Blackboard. Each team can take up to 48 hours AFTER your presentation to post your revised Powerpoints on Blackboard. Once you upload your slides on Blackboard, it will be assigned a final score as a summative assessment.

Reminders

1. Make sure to EVALUATE - clearly provide a judgment for each category (e.g., practicality, validity) expressed as a range - such as from low to moderate or moderate to high - rather than just describe materials or procedures.

2. For cultural bias - examine images and illustrations as well as the topics on the test.

3. Make sure each item on your list of recommendations matches one of the limitations you identified in your slides; recommendations should not address weaknesses that you did not previously identify in your presentation.

4. Check slides for font size, legibility, wordiness and repetitiveness of information from one slide to the next.

Teacher Candidate - Instruction and Assessment Plan

(NEW Common Assessment – Required for all Teacher Candidates)

Assessment Objective

The candidate will use knowledge of individual learning differences and assessment to <u>develop an instructional plan</u> for a student with developmental, learning, physical or <u>linguistic differences</u>, including a plan for assessing the student's progress.

Rationale

Lesson planning is an essential skill for an educator. A lesson plan is a road map for instruction. When planning, teachers and teacher candidates need to answer four main questions:

- Who are my students? (Context/Student Needs)
- What do my students need to know and be able to do? (Objectives)
- How will I get all students to know and do the new tasks? (Teaching and Learning)
- How will I know they know what was taught? (Assessments)

1. The first step in planning is <u>identifying the learning objectives</u> for the lesson based upon student abilities, challenges, and prior knowledge. Before developing specific learning activities, <u>determine how you will assess</u> if students <u>have met the lesson objectives.</u> How will students demonstrate or show that they have met the objectives?

2. Once you know how you will assess student learning, you can develop activities that <u>align instruction with the assessment</u>.

3. Additionally, a teacher must consider <u>student prior knowledge</u>, how <u>to differentiate</u> to meet student needs, and how to do so within the time allotted.

4. Lesson plans include <u>pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning</u> based upon student needs.

5. The planning process is the same whether you are planning a lesson for a class or for an individual. For this assessment you will <u>develop an instructional plan for a student with developmental, learning, physical or **linguistic differences**, including a plan for assessing the student's progress.</u>

Assessment Task Directions

Candidates will <u>develop an individualized plan</u> for a student with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum. The plan will include the following sections:

Section 1. Description of the individual student that includes

- **cognitive**
- **linguistic**
- **social**
- **emotional and/or physical** developmental skill levels and abilities
- **interests**
- **educational progress**
- **statement of educational need**

Include <u>language proficiency test scores and</u> information from multiple and varied assessment sources – as many as the teacher is willing to share with you so that you can create a learning profile for the student. Begin by interviewing the teacher and asking if he/she will allow you to observe and then interview the student, as well as to administer at least one language assessment (e.g., reading or writing) based on the student's learning needs.   Use results of the teacher's formative and summative assessments, as well. Report on the results of your assessment, analyzing the validity and reliability of the results. (2 pages)

Section 2. Identification of and rationale for <u>three learning objectives</u> that support meaningful learning outcomes for the student. (1 page)

Section 3. Description of and rationale for <u>at least three</u> evidence-based instructional strategies that address the identified learning objectives and reflect/meet the student's **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs. (2 pages)

Section 4. Description of and rationale for instructional adaptations and accommodations needed, including the use of augmentative and alternative communication systems and assistive technologies or other appropriate technologies. (1 page)

Section 5. Statement of **plan for the future assessment and documentation** of the student's progress toward the identified objectives. Include justification and analysis of validity (cultural, linguistic, and test bias) and reliability of each assessment proposed. (3 pages).

How to Submit this Assessment - Go to Blackboard under ASSESSMENTS to upload your plan as a Word document; use our course file-naming protocol to save your file. In addition to uploading your electronic file to Blackboard, provide the instructor with a paper copy of your report by the due date.

Classroom-Based Assessment Project

Description of Assessment

In this assessment, you will use your knowledge of the issues and concepts of assessment of ELs and FLLs 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
- <u>Identify two assessments</u>, both performance-based, one language-based assessment and one content-area assessment, 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 <u>with a minimum of five language learners</u> 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 1: Identify and provide <u>a brief context</u> for the classroom in which you plan to implement the assessments.

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

Step 2: Identify the two assessments that would be most appropriate for your language learning classroom. *BOTH assessments must be performance-based.*

1. What content-area 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 (organizational themes)? What learning goals? What standards? 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)
   b. What scoring tool will you use? Why is this tool appropriate for the task?

2. What language assessment would be most appropriate for your learners?
   a. You may choose to adapt all or part of an existing teacher or language assessment or you may create your own assessment task that measures students' <u>integrated language skills and their ability to use language communicatively</u>.   Consider national or international identification, reclassification, and/or exit requirements or standards from language support programs as well as the cultural context of your classroom. How does this assessment identify reading, writing, speaking, or listening skills of ELs or FLLs? What prior knowledge/experience do students bring to this assessment process? (TESOL 2, 4b)

   b. What scoring tool will you use? Why is this tool appropriate for the task?

   Make sure that both of the assessments you design are for teacher use only rather than for student use (no self-assessments).

Step 3: Adapt chosen assessments so that they are relatively 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 <u>free of bias</u>.
   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 <u>fair, valid, reliable, and easy to administer</u>? Cite references to support your claims. (TESOL 4a)

2. How are these assessments <u>scaffolded</u> 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 4: Administer/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? (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)
3. Attach student samples for each of your two assessments (*remove student names*).

Step 5: Analyze data and identify ways to revise the assessments.

1. After reviewing your data, how well did your assessment accomplish your goals?
   a. What were the results? Describe the range of scores on each assessment, e.g., *70% of the students got a score of 4 while the remainder scored a 3.*
   b. 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. How effectively did you implement the assessments? Describe how well the sudents performed on each assessment task, and explain how you know they have mastered the objectives or not. What are some areas of strength and weakness of the assessments?
3. How did you share your findings with colleagues to provide more support to ELs or FLLs?
4. Based on the results of both assessments, what are the implications for teaching these students?

Other Considerations

- Use APA style (current edition).
- Your narrative <u>should not exceed 15 - 20 double-spaced pages</u>. You may include up to 15 pages of appendices, but be selective. Check with the instructor if you have questions. Exceeding the page limit may reduce your grade. Proofread your narrative carefully for stylistic and formatting errors before turning it in.
- Cite only published works, not class lectures or Blackboard handouts.
- Remove your name from the header and any other page besides the cover page.

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, describes rather than analyzes, or does not support arguments with examples.	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 with inaccuracies.	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, use assessment terms incorrectly, 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 justify them.	Explains and justifies research-based recommendations for improving the test that are based on the limitations identified.

All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .20 points (e.g., 3.8, 3.6).

Feedback:

Teacher Candidate - Instruction and Assessment Plan – NEW Common Assessment

Scoring Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1: Description of Individual Student				
The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. *InTASC 1(a)*	The candidate does not provide a description or the description of student does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.	The candidate provides description of student that includes appropriate assessment data related to **some but not all** of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, **or** educational progress.	The candidate provides description of student that includes appropriate assessment data on **all** of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress. The candidate describes impact of student characteristics on learning.	The candidate provides description of student that includes both appropriate and multiple forms of assessment data on **all** of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need. The candidate describes **and** provides examples of impact of student characteristics on learning.
Statement of Educational Need				
The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences. *InTASC 6(g)*	The candidate **does not** address student educational needs or **inappropriately uses** assessment data to create a statement of educational need.	The candidate uses assessment data to create a statement of educational need that is **marginally** aligned with assessment results.	The candidate uses assessment data to create an **appropriate** statement of educational need that is **aligned** with assessment results.	The candidate **effectively** uses assessment data from **multiple sources** to create a **thorough and appropriate** statement of educational need that is **aligned** with assessment results.

Section 2: Identification of Learning Objectives				
The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners. *InTASC 7(a)*	The candidate identifies learning objectives that are **either** (a) **incomplete** because related outcomes are not identified **or** (b) the objectives are **not directly related** to student educational need.	The candidate identifies learning objectives **without relevance** to student educational need.	The candidate identifies learning objectives with related outcomes that are **relevant** to individual student needs. .	The candidate identifies **distinct** learning objectives with related outcomes that are **relevant** to individual student needs.
Identification of Rationale for Learning Objectives				
The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. *InTASC 7(d)*	The candidate **does not provide** rationales which are aligned to the specific learning objectives and/or the relationship of the learning objectives to student educational needs is **missing or unclear.**	The rationales provided **are not** aligned to the specific learning objective and the relationship of the learning objectives to student educational needs is **unclear**.	The rationales provided **are aligned** with the learning objective and the relationship of learning objectives to student educational needs is **clearly** identified.	The rationales provided **are aligned** with the learning objective and the relationship of the learning objectives to student educational needs is **clearly and effectively** identified.
Section 3: Description of Instructional Strategies				
The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals	The candidate **does not** identify instructional strategies or identifies instructional strategies that are **not related** to the learning objectives **or** student learning needs.	The candidate identifies instructional strategies that are **marginally** related to the learning objectives **or** student learning needs.	The candidate identifies **evidence-based** instructional strategies that are aligned to the learning objectives and student learning needs.	The candidate identifies **evidence-based** instructional strategies that are aligned to **specific** learning objectives and student learning needs. The candidate provides **specific sources of** evidence

and groups of learners. *InTASC 7(b)*				for the instructional strategy.
Rationale for Instructional Strategies				
The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs. *InTASC 1(e)*	The candidate **does not provide** rationales which are aligned to the specific instructional strategies **and/or** the relationship of instructional strategies to the learning objectives and student educational needs is **missing or unclear**.	The rationales provided **do not** align with the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is **unclear**.	The rationales provided **are aligned** with instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is **clearly** identified.	The rationales provided **are aligned** with the strategies and, the relationship of the instructional strategies to **specific** learning objectives that meet student educational needs is **clearly and effectively** identified.
Section 4: Description of Instructional Adaptation				
The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. *InTASC 2(f)*	The candidate **does not identify** either adaptations or accommodations to support student achievement of learning objectives.	The candidate identifies **either** adaptations or accommodations that **minimally support** student achievement of learning objectives.	The candidate identifies and describes appropriate adaptations or accommodations that **clearly support** student achievement of learning objectives.	The candidate identifies and thoroughly describes appropriate adaptations or accommodations that clearly support student achievement of learning objectives.
Rationale for Instructional Adaptation				
The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan	The candidate **does not provide** rationales that are aligned to the adaptations and accommodations **and/or** the relationship of the adaptations and accommodations to	The rationales **marginally provide** evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to	The rationales provide **adequate** evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to	The rationales provide **evidence-based support** for the specific adaptations and accommodations and the relationship of the adaptations and accommodations to

instruction that meets diverse learning needs. *InTASC 7(k)*	student educational needs is **missing or unclear**.	student educational needs is **unclear**.	student educational needs is **clearly identified.**	student educational needs is **clearly and thoroughly** identified.
Section 5: Assessment and Documentation of Student Progress				
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. *InTASC 6(b)*	The candidate **does not** describe an assessment plan that that evaluates all student learning objectives **or** describes a plan that **does not** directly measure all of the student learning objectives (e.g., is **not observable, measurable**).	The candidate describes an assessment plan that evaluates all student learning objectives but **does not** include documentation of **both** formative and summative measures that **does not** address possible assessment bias.	The candidate describes an assessment plan that evaluates all student learning objectives **and includes both** formative and summative assessments that minimize sources of bias. The candidate describes the assessment results that would prompt modification of instructional plans **and** those specific modifications.	The candidate describes an assessment plan that evaluates **all** student learning objectives, **includes** formative and summative assessments that minimize sources of bias and includes **multiple** data sources for each objective. The candidate describes **multiple** assessment results that would prompt modification of instructional plans **and** those specific modifications.

InTASC = Interstate New Teacher Assessment and Support Consortium Standards

Feedback:

Analytic Scoring Rubric for Classroom-Based Assessment Project

Score Points Domain	Does Not Meet 1	*Approaching* *2*	Meets Standards 3	Exceeds Standards 4
Design & Administration **TESOL Standard 4.c**	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.	Makes few adaptations or designs and administers criterion-referenced, performance-based assessments based on language and 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.	Effectively 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	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 an accurate defense for using some tools but not for others, does not match assessments to purpose, does not revise tools with supporting explanation, OR needs elaboration.	Provides accurate and specific reasons for choosing each assessment tool format and structure, making each appropriate to the target group and assessment purpose, and proposes revisions to assessment tools, providing a supporting explanation for each revision.

Scaffolding **TESOL Standard 3.a**	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 Standard 4.a**	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 and/or omissions.	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 Standard 4.c**	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 test results or effectiveness of implementation with some inaccuracies, incompletely, may need elaboration on points made, or proposes revisions that are unlikely to improve the assessment tools.	Accurately analyzes test results on each assessment tool, effectiveness of implementation, strengths and weaknesses of assessments, and proposes revisions that will improve the assessment tools.

All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .20 points (e.g., 3.8, 3.6).

Feedback: