

**EDCI 520: Section 001**  
**Assessment of Language Learners**

**3 Credits – Spring 2018**  
**Thursdays/4:30 – 7:10 pm, Thompson Hall, Rm. 1020 - Fairfax Campus**

**Professor:** Lorraine Valdez Pierce, Ph.D.  
**Office Hours:** Mondays, 4 – 5:30 p.m. and by appointment  
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**Pre-requisites** - EDCI 519 or EDCI 560

*[Reminder: EDCI 516 is one of several prerequisites for EDCI 519/560, so all students need to have completed 516, as well]*

**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

Course delivery is accomplished in a combination of ways in order to meet the needs of diverse learners and learning styles. Methods of instruction include presentations by both the instructor and class teams, teacher-led class discussions, small group activities, and field experiences. Instructors may also use videos, webcasts, guest speakers, integration of technology, and discussion boards. The course is delivered face-to-face, with some work delivered through postings of resources and assessments on Blackboard.

## Learner Outcomes

This course is designed to enable teacher candidates to do the following:

1. *Define and apply assessment principles and terminology* to assessment of language learners;
2. *Critically review language proficiency assessment measures* for validity, reliability, and cultural bias, and make recommendations for use with English and foreign language learning students;
3. *Identify issues in assessment of language learners with special needs*, such as learning disabilities and/or gifted and talented characteristics;
4. *Critically examine and develop assessment procedures and tools* for (a) one or more of the four language domains (listening, speaking, reading, and writing) and (b) the content areas;
5. *Link assessment to instruction* by designing a variety of assessments that are embedded within instructional activities, including student portfolios;
6. *Draft clear and objective performance criteria* for language learning;
7. *Add scaffolding to assessment and instruction* for language and at-risk learners;
8. *Examine research on grading policies and practices for misconceptions and recommended approaches for use with language learners*;
9. *Compare purposes, advantages, and limitations* of standardized tests to those of alternative assessments; and
10. *Identify test-taking strategies for preparing language learners to take standardized tests.*

## PROFESSIONAL STANDARDS

**Teachers of English to Speakers of Other Languages (TESOL)**  
**American Council on the Teaching of Foreign Languages (ACTFL)**  
**Interstate Teacher Assessment and Support Consortium (InTASC)**  
**Council for the Accreditation of Educator Preparation (CAEP)**

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

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**

#### **ACTFL Standard 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)**

**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].

**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].

**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].

**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].

## **InTASC Standards**

**Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making.

**Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

## **REQUIRED TEXT**

Brown, H. D., & P. Abeywickrama. (2<sup>nd</sup> 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*, 2<sup>nd</sup> ed. New York: Pearson.

Tuttle, H.G. & A. Tuttle. (2011). *Improving foreign language speaking through formative assessment*. New York: Routledge.

## **Resources Available on Blackboard**

Additional Required Readings, Sample Course Projects by previous students

*Collaborate* – virtual office hours & team meetings

## **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.
- Chappuis, J. & Stiggins, R.J. (2016). *An introduction to student-involved assessment FOR learning* (7th ed.). Boston: Pearson.
- Chappuis, J., Stiggins, R., Chappuis, S. & J. Arter. (2011). *Classroom assessment for student learning*, 2<sup>nd</sup> Ed. New York: Pearson.
- Dodge, J. (2009). *25 quick formative assessments for a differentiated classroom*. New York: Scholastic.
- Hughes, A. (2002). *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. (2011). *Transformative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Popham W. J. (2017). *Classroom Assessment: What Teachers Need to Know*. (8th ed.). Boston: Pearson.
- Reutzell, D. R. & R. B. Cooter, Jr. (2010). 4<sup>th</sup> 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.

## 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.

### TK20 PBA SUBMISSION REQUIREMENTS

#### TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time 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.

### FIELDWORK REQUIREMENT

#### Field Experience Record and Evaluation

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

**\*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

**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 and other assignments. 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 Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL

Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**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 Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**Virginia state or county cohort teachers:** Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

**Long-term substitute teachers:** You may be able to conduct the field experience in your school if your students represent the target population and you have access to students long enough to complete your projects. You will need to get permission, in writing, from both the course instructor and your school principal before going to the online registration form.

#### TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

## Assignments

<b>Assignment Description</b>	<b>Percent of Grade</b>	<b>Standards Addressed</b>	<b>ISTE-T Standards</b>
Field Experience Log		Requirement for licensure/endorsement	
Language Proficiency Assessment	25%	TESOL 1a, 4a, 4b	1b, 2a, 2b, 2c, 3b, 3d, 5c
Instruction & Assessment Plan (InTASC) & Field Experience	35%	TESOL 3a, 4a, 4b, 4c, 5a ACTFL 5	1b, 2a, 2b, 2c, 2d, 3b, 3d
Classroom-Based Assessment (PBA) & Field Experience	40%	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 both online and in paper copy by class time on the due date.*

## **COURSE REQUIREMENTS**

### **1) LANGUAGE PROFICIENCY ASSESSMENT**

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 WIDA, ACTFL, or other tests/tasks and critique them using assessment principles, including validity, reliability and practicality. Additional details for this assignment and its scoring rubric are included in this syllabus and posted on Blackboard.

### **2) Individualized INSTRUCTION & ASSESSMENT PLAN (InTASC) – COMMON ASSESSMENT**

This requirement is required across all teacher licensure programs in the Graduate School of Education. The candidate will create an individual student profile, using knowledge of individual learning differences and assessment, and develop an instructional plan for this student based on 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 should be uploaded to Blackboard as a Word document.**

### **3) CLASSROOM - BASED ASSESSMENT PROJECT (CBA)**

In this project, you will use your knowledge of assessment principles to create, administer, and evaluate at least two assessment instruments in a language learning classroom. For this project, 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. You will select two performance-based assessments, one language-based and one content-based assessment that will evaluate each identified assessment need. You will provide scaffolding for the assessments appropriate to your language learners' age and proficiency levels. You will administer each assessment with a minimum of five language learners. You will then analyze the results of your assessments to determine (a) the validity and reliability of the results and (b) how you can improve each assessment task and scoring tool. You will write up a report and submit it, along with your 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.

#### **Other Requirements**

##### ***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.***

##### ***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. Please send the instructor an email explaining any planned or unplanned absence PRIOR to your absence. It is your responsibility to obtain any materials distributed in any class you may have missed. Details of this policy are posted on Blackboard and will be discussed in class.

## **Professional Standards of Dress & Behavior When Visiting Schools**

When you visit a school, you are representing George Mason University and the Graduate School of Education. You will make an impression, positive or negative, based on how you dress, how you act, and how you address each teacher and administrator. School practitioners are often looking to hire our teacher candidates, so you will be under scrutiny based on the first impression you make: Make it a good one. Dress professionally (no sneakers, spandex, T-shirts, workout clothes). Speak professionally (use terms that show respect for the teacher and the students, no offensive or foul language). Use professional courtesy by calling ahead and notifying them if you need to cancel a scheduled visit. Teachers have volunteered to acquaint you with their program and their students and will be sharing their instructional materials and assessments with you. Be as helpful and collaborative as possible. Make this a productive experience for the teacher, as well, so much so that he/she would be happy to invite you back.

### **What to do if the Field Experience Teacher Delays in Responding to Your Initial Email**

Let the course instructor know as soon as possible. The longer you wait, the less time you'll have to work on your project.

## **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 not be used for surfing the Internet or checking email during class discussions, lectures, interactive tasks, and guest or peer presentations – all of which require your full attention. Cell phones must not be used during instructor, guest, or peer presentations and must be turned off/silenced (not on VIBRATE) during class periods; they may be used during break. Ask the instructor if you have a specific request.

## **GUIDELINES FOR WORKING ON TEAMS**

Teachers who work together as a team need to carefully plan 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 a written report.

Members of each team will receive the same grade unless they request otherwise. This is because you are being graded on your presentation as a unit rather than on your individual contributions.

## GRADING POLICY AND HONOR CODE

### 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 4-pt. Rubric	Grading 100-pt. Scale	Conversion to Mason Grade Points	Interpretation
A+	4.0	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	3.85	94-99	4.00	
A-	3.7	90-93	3.67	
B+	3.5	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	3.0	80-84	3.00	
C*	2.0	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<2.0	<69	0.00	

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

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

**Additional Note on Grading:** Each instructor’s grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching a course. Therefore, instructors should not be expected to assign grades the same way.

**Honor Code & Integrity of Work :** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>)

The principle of academic integrity is taken very seriously and violations are treated as such.

**Violations of the Honor Code** include:

1. Copying a paper or part of a paper from another student (current or past);
2. 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);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
  4. 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.
  5. See our class Blackboard web site for more information on how to avoid plagiarism.

### **Late Work Policy**

At the graduate level all work is expected to be of high quality and submitted by due dates. *Work submitted late may be reduced one letter grade for every day of delay.* If you have extraordinary circumstances (weather, health situations) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible before or after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

### **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 withdraws will be permitted.

### **Online Participation/Attendance Policy**

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

### **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 summer term, and the instructor must turn in the final grade by the end of the 9th 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 (Mason catalog). 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.

### **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://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

## 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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. 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

## Class Schedule – Spring 2018

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 1/25	<b>INTRO TO THE COURSE: Course Objectives &amp; Requirements.</b> Assessment Concepts, Principles, & Terminology. Course Requirements. Field Experience procedures.	<i>Brown &amp; Abeywickrama (B &amp; A), Ch. 1</i>
2 2/1	Validity, reliability, feedback, and washback.  <b>Language Proficiency Assessment</b> for Program Placement & Accountability.  Tests for ESL and Foreign Language students.  ACTFL Proficiency Guidelines.  <u>Legal mandates: <i>Lau vs. Nichols</i></u>	(1) <i>B &amp; A, Ch. 2</i> (2) <i>Pierce, Definitions of Validity &amp; Reliability *</i> (3) <i>Bauman, Boals, Cranley, Gottlieb, &amp; Kenyon Assess. Comprehension &amp; Communication (pages 81-91)</i> (4) <i>Porter &amp; Vega, Overview of Existing Engl Lang Proficiency Tests &amp; Appendix A. (pages 93 – 102 and 133 – 189)</i> [#s 3 & 4 in <i>Abedi (2007), English Lang. Proficiency Assmt. in the Nation</i> ] (5) <i>Liskin-Gasparro (2003), The ACTFL Prof. Guidelines and the Oral Proficiency Interview</i> (6) <i>Malone, Research on the Oral Proficiency Interview</i> (7) Discussion Questions on Bboard
3 2/8	<b>Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS.</b> What are the issues? What does valid and reliable assessment look like? Assessment bias in standardized tests of cognitive ability. <u>Legal mandates: <i>Plyler vs. Doe.</i></u>	(1) <i>Preventing inappropriate referrals... (Garcia &amp; Ortiz, 2004)</i> (2) <i>Is there a 'disability' for learning a foreign language? (Sparks, 2006)</i>
4 2/15	<b>Scaffolding Assessments.</b> Do's & Don'ts for Designing Assessment Tools. <u>Legal mandates: <i>Castaneda vs. Pickard.</i></u>	<i>Scaffolding Self-Study Module on Bboard</i>
5 2/22	<b>ASSESSING WRITING.</b> Performance-based assessment. Dictation. Picture-cued tasks/stories. Organization: Text structures. Portfolio assessment. <b>Checklists &amp; Rating Scales. Deadline for feedback -Language Proficiency Assessment Outline.</b>	<i>B &amp; A, Chs. 6 &amp; 10</i>
6 3/1	<b>ASSESSING WRITING. SELF- and PEER ASSESSMENT. DEMO: Self-Assessment Workshop. Designing Primary Trait, Analytic, &amp; Holistic Scoring Rubrics.</b>	<i>B &amp; A, Ch. 6 (pp. 130-134, 144-145, 151-152) &amp; Ch. 10</i>
7 3/8	<b>Due Today: Language Proficiency Assessment Presentations. Mid-Term Feedback Forms.</b>	

8 3/15	<b>Mason SPRING BREAK – Working Session (TBD)</b>	
9 3/22	<b>ASSESSING READING.</b> Cloze tests. Types of Comprehension Questions. <i>Designing Multiple-Choice Test Items.</i> <b>Deadline for feedback - Instruction &amp; Assessment Plan Outline.</b>	<i>B &amp; A, Ch. 3 (pp. 67 – 82) &amp; Ch. 9</i>
10 3/29	<b>ASSESSING READING.</b> Using Informal Reading Inventories. Running Records. Using assmt. results to direct instruction. <i>Standardized tests of reading.</i>	<i>B &amp; A, Ch. 9</i>
11 4/5	<b>ASSESSING SPEAKING.</b> Trends in Foreign Language Assessment. <b>Demos: Information Gap. Fresh Start Interviews – Inter-rater reliability training session.</b> <b>Due today: Instruction &amp; Assessment Plan.</b>	<i>B &amp; A, Ch. 8; Powerpoints on Assmt. of Speaking Thompson (2001), “Foreign Language Assmt.: 30 Yrs...”</i>
12 4/12	<b>ASSESSING SPEAKING, GRAMMAR &amp; VOCABULARY.</b> Picture-cued descriptions/maps. High and low frequency vocabulary, content-based vocabulary.	<i>B &amp; A, Chs. 8 &amp; 11</i>
13 4/19	<b>ASSESSING LISTENING COMPREHENSION.</b> Macro- and micro-skills. 4 basic types of listening. Phonemic pairs, info transfer (pictures), TPR. Using assmt. results to direct instruction. <i>Designing listening comprehension tasks.</i> <b>CBA Outline - Deadline for feedback.</b>	<i>B &amp; A, Ch. 7</i>
14 4/26	<b>GRADING POLICIES &amp; PRACTICES.</b> Absolute grading vs. relative grading (grading on the curve). Converting rubrics into grades. What grades reflect. Why Extra Credit is a bad idea. <i>Analyzing &amp; reporting assessment results (CBA Project).</i>	<i>B &amp; A, Ch. 3 (pp. 79 – 82) &amp; Ch. 12</i>
15 5/3	<b>ASSESSMENT FOR ACCOUNTABILITY.</b> What Standardized Test Scores mean. NRTs vs. CRTs. Appropriate & Inappropriate Test-Preparation. Test-taking strategies. <i>Course Evaluation Forms. Feedback Forms. Materials Release Forms.</i> <b>Due today: Classroom-Based Assessment (CBA) Project.</b>	<i>B &amp; A, Ch. 5</i>
5/10	<b>Make-up Class – TBD</b>	

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

*\* 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 (please don't procrastinate and wait until the last day- consider time needed for your course, family, and work obligations). All course requirements and projects will be submitted in both electronic and paper copy.*

## Language Proficiency Assessment

### 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 one or 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 15-20 minutes per team to make your presentation.*

**ALL FOREIGN LANGUAGE MATERIALS WILL BE PRESENTED WITH 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, 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 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 38 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***

Grade K

Grades 3 – 5

Grades 6 – 8

Grades 9 – 12

#### ***Speaking***

Grade K

Grades 3 – 5

Grades 6 – 8

Grades 9 - 12

#### ***Reading***

Grade K

Grades 3 – 5

Grades 6 – 8

Grades 9 – 12

#### ***Writing***

Grade K

Grades 3 – 5

Grades 6 – 8

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/ACCESS20.aspx>

Sample Interactive Items Online <https://wbte.drctdirect.com/WIDA/portals/wida>

<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 2.0 and used for placement in other states  
 Hard copies available for review in the Johnson Center Library AV and sample tests online. Several of you may need to share access to one grade-level range kit, because these are hard copy kits that include all 4 language skills in one kit.

***Listening***

Grade K

Grades 1 - 2

Grades 3 – 5

Grades 6 – 8

Grades 9 – 12

***Reading***

Grade K

Grades 1 - 2

Grades 3 – 5

Grades 6 – 8

Grades 9 – 12

***Speaking***

Grade K

Grades 1 – 2

Grades 3 – 5

Grades 6 – 8

Grades 9 – 12

***Writing***

Grade K

Grades 1 – 2

Grades 3 – 5

Grades 6 – 8

Grades 9 - 12

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

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

Sample items are available for the **MODEL** tests at the link below:

## **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 <https://www.actfl.org/professional-development/training-certification/opic-rater-certification>

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\\_I0gIMYVs](https://www.youtube.com/watch?v=vZ_I0gIMYVs) (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://www2.fcps.edu/is/worldlanguages/pals/index.shtml>

*For a more complete listing of tests in a variety of 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 (e.g, Reading, Level 3, Grades 6 – 8)

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

### 3. Analysis

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?
- Does the test measure ONLY what it purports to measure? Not other extraneous variables?

- What evidence do you find of *construct, content, and consequential validity*? Define and then defend each type of validity in separate sections, not all in the same sentence.

**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 scoring objective or subjective?
- If the scoring is subjective,
  - Is the language of the scoring tool unambiguous and objective or vague and subjective?
  - How can a single rater ensure intra-rater reliability of scoring?
  - Does the test provide directions or training for ensuring inter-rater reliability?
- Do the assessors need to be familiar with language development issues related to second language learning?

**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 debilitating 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: 1<sup>st</sup> or 3<sup>rd</sup> 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). *1<sup>st</sup> vs. 3<sup>rd</sup> person*. Palmerston 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>

In this class, whenever you are reflecting on or expressing your own experiences, judgment, or evaluation of a test or assessment procedure, use 1<sup>st</sup> person I, we, me or us. When you are reporting on what an author or someone else thinks, says, or does, use 3<sup>rd</sup> 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.



## **ATTENTION:** Suggestions for Powerpoint Slides

1. Use slides as talking points, an outline of your main ideas (*not every idea*)
  - Limit the number of lines on each slide to about 5
  - Use about 5 words per line
  - Avoid putting too many words in small font on any slide
  - Limit number of slides to fifteen.
2. Use a large size font
  - Can be read at least 15 feet away
  - Size 28 font good starting point.
3. Use a white background and black/white or dark color font.
  - Avoid using yellow or other light-colored fonts

### **Guidelines**

1. Put your team member names, course number, and date on the first slide.
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 no later than 48 hours after your presentation.***

***Designate one team member to upload the Powerpoint slides for your entire team.***

*\*You will have an opportunity to get feedback from your classmates and me on the day 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 judgment as a range - such as from low to moderate or moderate to high
- Go beyond just describing what is contained in the materials

### 2. Cultural bias

- Examine images and illustrations as well as the topics on the test.

### 3. Recommendations

- Make sure each recommendation matches one of the limitations you identified in your slides.
- Recommendations should not address weaknesses not previously identified in your presentation.

### 4. Format - check slides for

- Font size
- Legibility
- Wordiness
- Repetitiveness of information
- Dark background (use light background instead with dark font)



## File-Naming Protocol

Any time you send the instructor an attachment by email or upload a document to Blackboard, assign it a name using the protocol below:

YOUR LAST NAME\_FIRST INITIAL\_Requirement Namemmdyy

(Month Day Year of Date Submitted)

*EXAMPLE:* VALDEZ\_L\_CBA Project050118

## Individualized Instruction and Assessment Plan

In the TCLDEL program, Individualized Instruction and Assessment Plan Task is completed in *EDCI 520, Assessment of Language Learners* and is assessed by the course instructor. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and gaps in developing and assessing a specific lesson plan to impact individual learning.

**InTASC Standards: 1, 2, 5, 6, 7, 8**    **CAEP Standards: 1.1, 1.3, 1.4, 1.5**    **VDOE Standards: 1, 2, 3, 4**

**Technology** 

**Diversity** 

**College-and-Career-Ready** 

### Assessment Objective

- The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a learner with developmental, learning, physical or linguistic differences.
- The candidate will develop an assessment of learner 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 learners? (Context/Learner Needs)
- What do the learners need to know and be able to do? (Objectives/Goals)
- How will I get all learners to know and do the new tasks? (Teaching and learning strategies)
- How will I know the learning objectives were achieved? (Goals/Outcomes/Assessments)

The first step in planning is aligning the learning objectives with the goals/outcomes/assessments for the lesson. This should include considerations based on learner abilities, challenges, and prior knowledge. Before developing specific learning activities, determine how you will assess if learners have met the lesson objectives. Once you know how you will assess learning, you can develop activities that align instruction with the assessment. Additionally, a teacher must consider learner prior knowledge, how to differentiate to meet learner needs, and how to do so within the time allotted. Lesson plans include pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon learner needs.

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

### Assessment Task Directions

Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum. *The lesson does not have to be taught, though it can be taught or co-taught, based upon your program and clinical placement options.* The individualized instruction and assessment plan should include the following sections:

#### Section 1.

**Who is the learner?** Seek out an individual who can provide you with a picture of who the individual is as a learner.

**Describe the individual** include **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational progress and **statement of educational need.**

Also, include in your planning a response to: **How do you address the special needs of the learner? Write a description of and rationale for instructional adaptations** (scaffolding) and accommodations needed. (2-3 pages)

#### Section 2.

**What should they learn? Identify at least three learning objectives/goals and develop a rationale** that supports why the objectives/goals are meaningful learning outcomes for the learner. (Virginia Standards of Learning (SOLs), ASOLs, College-and-Career-Ready skills, WIDA, and other content-specific objectives should be included.) (1/2- 1 page)

#### Section 3.

**How will you teach, and how will the individual learn? Describe at least three** evidence-based **instructional strategies** that address the identified learning objectives/goals and reflect the learner's **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs. **Include the use of scaffolding, augmentative and alternative communication system and assistive technologies** or other appropriate technologies to address learning needs. Make sure to distinguish scaffolding from instructional strategies.

Make sure to use a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.

You will also need to plan activities that connect concepts, address different perspectives and use digital resources to engage learners in higher-level learning by using at least one of these higher-order skills: critical thinking, creativity, and collaborative problem solving.

**Write a rationale** for each showing how the strategies support learning and success (1-2 pages)

**Section 4.**

**How will I know the learning objectives/goals were achieved?** Write a plan for separate formative and summative assessments and documentation of the learner's progress toward the identified objectives/goals. (1-2 pages)

**Reference**

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group.

**Blackboard:** Upload your I & A Plan to two places under ASSESSMENTS.

**File-Naming Protocol**

Any time you send the instructor an attachment by email or upload a document to Blackboard, assign it a name using the protocol below:

YOUR LAST NAME\_FIRST INITIAL\_Requirement Namemmdyy

(Month Day Year of Date Submitted)

*EXAMPLE:* VALDEZ\_L\_CBA Project050118

## Classroom-Based Assessment Project

### Description

In this assessment, you will use your knowledge of the issues and concepts of assessment of ELs and FLLs to create, implement and evaluate at least two assessment instruments in one language learning classroom with a minimum of five students.

### You will:

- Identify the learning needs of a group of ESL/FL students (using your own classroom or working with one or more cooperating teachers) and discuss the level/age/grade/content you will be assessing
- Draft two assessments, both performance-based (or constructed response), one language-based assessment and one content-area assessment, that will assess the learning needs identified
- Identify ways in which you have scaffolded the assessments to reflect your language learners' age and proficiency levels
- Administer each assessment to at least five language learners individually (*not as a group or partner task*) and collect resulting scores
- Analyze results (student scores) of your assessments to verify and justify the validity and reliability of the assessments
- Write a paper addressing the questions below and submit it, along with your completed assessments. **The paper should be in APA format with 12-point font and one-inch margins.**

### Instructions

**Step 1: 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 the setting and the students 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 language assessment would be most appropriate for the learners?
  - a. You may choose to adapt an existing teacher or language assessment or you may create your own assessment task that measures students' integrated language skills and their ability to use language communicatively. Choose from listening, speaking, reading, or writing skills. Consider standards from ESL/FL or language support programs as well as the cultural context of the 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? What categories will you score and why?
2. What content-area assessment knowledge or skill would be most appropriate for your learners? Describe the task, scoring criteria, and scoring tool format that you will use.
- How does this assessment fit with the teacher's instructional goals, assessment practices, and program or school goals? What are student learning goals? What state or and national standards are these based on (name them)? How does this assessment fit into the cultural context of the classroom? What prior knowledge/experience do students bring to this assessment process? (TESOL 2, 4c)
  - What scoring tool will you use? Why is this tool appropriate for the task? What categories will you score and why?
    - *Make sure that both of the assessments you design are for teacher use only rather than for student use (no self- or peer assessments).*
      - Also be sure to use ORIGINAL work you developed for this course rather than copy materials from published or online sources.*
      - Make sure you assess students individually rather than together as a group or with partners.*
      - Translate all materials in a world/foreign language to English.*

**Step 3: Adapt selected assessments so that they are relatively free of bias (cultural, linguistic), valid (accurate), fair, reliable (consistent) and practical, and include appropriate scaffolding for your language learners which allows students to show what they know and can do.**

- Identify how you have designed or adapted the assessments to be valid and reliable and free of bias.
  - 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 valid, fair, reliable, and easy to administer? Discuss how you ensured construct, content, and consequential validity and intra-rater reliability. Cite references to support your claims. (TESOL 4a)
- How are these assessments scaffolded to address the needs of all language learners being assessed?
  - Provide clear examples of how you addressed the needs of beginning and intermediate language learners. Cite references to support your claims. (TESOL 4a).
  - Justify your scaffolding approaches – how do they support learning? What research (on second language acquisition) supports their use with your target population?
  - Include original versions of any materials you adapted from another source.

#### Step 4: Administer/implement both assessments with language learners and collect data.

1. How did you implement the assessments and with whom?
  - Identify the students who completed the assessments. Were the assessments administered to five or more students? (TESOL 4a, 4b, 4c)
2. What data did you collect from your learners?
  - 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*). *Combine all PDF files into one file.*
4. Include blank copies (unscored) of all assessment task materials and scoring tools as Word docs.

#### Step 5: Analyze results and identify ways to improve learning and revise the assessments and redirect teaching.

1. After reviewing your results, 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 each assessment tool or administration or scoring procedure based on the results of your implementation? Be specific as to how and why you would revise the language or format for each one; give examples. 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 students 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? What do they need to learn next?

**Conclusion** – include a reflection on what you have learned about assessing language learners by working on this project.

#### Other Considerations

- Use APA style (current edition).
- Insert page numbers (every page should be numbered).
- Your narrative should not exceed 20 double-spaced pages. 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 to ensure anonymity in scoring.
- World/Foreign Language candidates/ teachers must provide translations of assessments that are presented in a language other than English.

Reminders - for this project, you will

- work with students in Grade 3 and above
- assess individuals rather than using partner, cooperative learning or group tasks
- assess integrated skills and avoid focusing on grammar or other discrete language skills
- tasks with open-ended, performance-based tasks
- use scoring rubrics and rating scales rather than percentage scores or right/wrong answers
- avoid making scoring tools task-specific (e.g., don't refer to topics or materials used in the activity itself)
- avoid averaging student scores to report results of your group

You will also need to go BEYOND teacher-made assessments (especially if these focus on micro- or mechanical skills such as *punctuation, grammar, sight words, reading aloud, simple math computations, or basic labeling tasks*) and design your own assessments that demonstrate application of real-world skills.

**Blackboard:** Upload your CBA Project to two places under ASSESSMENTS.



**File-Naming Protocol**

Any time you send the instructor an attachment by email or upload a document to Blackboard, assign it a name using the protocol below:

YOUR LAST NAME\_FIRST INITIAL\_Requirement Namemmdyy

(Month Day Year of Date Submitted)

*EXAMPLE:* VALDEZ\_L\_CBA Project050118

## Analytic Scoring Rubric for **Language Proficiency Assessment Presentation**

<i>Score Points</i> <i>Domain</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Description</b>	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.
<b>Critical Analysis</b>	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.
<b>Validity &amp; Reliability</b>	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.
<b>Clarity</b>	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.
<b>Recommendations</b>	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:***

# Individualized Instruction and Assessment Plan

## Common Assessment Rubric for Tk20

**4-Exceeds Standard:** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

**3-Meets Standard:** This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.

**2-Approaching Standard:** Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.

**1-Does not meet standard:** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
<b>Section 1. Who is the Learner? Description of the Learner</b>				
<b>(1) The candidate regularly assesses individual and group performance in order to design and adapt instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and</b>	The candidate does not provide a description of the learner and/or does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities,	The candidate provides description of the learner that includes appropriate assessment data but does not address all of the following: cognitive, linguistic, social, emotional, and/or physical developmental	The candidate provides description of the learner that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities,	The candidate provides description of the learner 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,

<p><b>physical) and scaffolds the next level of development.</b></p> <p><i>InTASC 1</i> <i>VDOE 1</i></p> <p>Diversity </p>	<p>interests, or educational progress.</p>	<p>skill levels and abilities, interests, or educational progress.</p>	<p>interests, and educational progress.</p> <p>The candidate describes current impact of learner characteristics on learning.</p>	<p>interests, and educational learning need.</p> <p>The candidate describes and provides examples of impact of learner characteristics on learning.</p>
<p><b>(2) The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</b></p> <p><i>InTASC 2</i> <i>VDOE 1</i></p> <p>Technology </p>	<p>The candidate does not identify either adaptations or accommodations to support learner achievement of learning objectives.</p>	<p>The candidate identifies either adaptations or accommodations that do not fully align with identified needs.</p>	<p>The candidate identifies and describes appropriate adaptations or accommodations that support learner achievement of learning objectives/goals, including technology.</p>	<p>The candidate thoroughly describes multiple, appropriate adaptations or accommodations that clearly support learner achievement of learning objectives/goals, including technology.</p>
<b>Statement of Educational Need</b>				
<p><b>(3) The candidate effectively uses multiple and appropriate types of assessment data to identify each learner's learning needs and to develop differentiated learning experiences.</b></p> <p><i>InTASC 6</i> <i>VDOE 4</i></p>	<p>The candidate does not address learner educational needs or inappropriately uses assessment data to create a statement of educational need.</p>	<p>The candidate uses assessment data to create a statement of educational need that is not well aligned with assessment results.</p>	<p>The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment results.</p>	<p>The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need that is directly aligned with assessment results.</p>

<b>Section 2. What should they learn? Identification of Learning Objectives</b>				
<p><b>(4) The candidate individually and collaboratively selects and creates learning objectives that are appropriate for curriculum goals and content standards, and are relevant to learners.</b></p> <p><i>InTASC 7</i> <i>VDOE 2</i></p> <p>Diversity </p>	<p>The candidate identifies learning objectives that are either incomplete because related outcomes are not identified or the objectives are not directly related to learner educational need.</p>	<p>The candidate identifies learning objectives without relevance to learner educational need.</p>	<p>The candidate identifies learning objectives with related outcomes that are relevant to individual learner needs.</p>	<p>The candidate identifies distinct learning objectives with related outcomes that are relevant to individual learner needs. These learning outcomes allow for different and individualized learning pathways that can be accessed fluidly during instruction.</p>
<b>Identification of Rationale for Learning Objectives</b>				
<p><b>(5) The candidate identifies objectives for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</b></p> <p><i>InTASC 7</i> <i>VDOE 2</i></p> <p>Diversity </p>	<p>The candidate does not identify objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>The candidate selects objectives for the learner that are poorly aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear.</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear. Rationales for the selection of those objectives and how they support the achievement of the learning goals are included.</p>

<b>Section 3. How will you teach and how will they learn? Description of Instructional Strategies and Adaptations</b>				
<p><b>(6) The candidate plans how to achieve each learner’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</b></p> <p><i>InTASC 7</i> <i>VODE 2</i></p> <p>Diversity </p>	<p>The candidate does not identify instructional strategies or identifies instructional strategies that are not related to the learning objectives or learning needs.</p>	<p>The candidate identifies instructional strategies that are inappropriate for meeting the learning objectives or learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to the learning objectives and learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to specific learning objectives and learning needs. The candidate provides evidence of the effectiveness of these selected learning strategies through data analysis of the assessment.</p>
<p><b>(7) The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</b></p> <p><i>InTASC 8</i> <i>VDOE 3</i></p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content .</p>	<p>The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate provides insight into their own pedagogical and content knowledge to discuss the selection of instructional strategies for the learning experience. These instructional strategies encourage all learners to develop an understanding of the content and also authentic application of the new knowledge.</p>

<p><b>Diversity</b> </p> <p><b>College-and-Career-Ready</b></p> 				
<p><b>(8) The candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</b></p> <p><i>InTASC 5</i> <i>VDOE 2</i></p> <p><b>Technology</b> </p> <p><b>Diversity</b> </p> <p><b>College-and-Career-Ready</b></p> 	<p>Candidate does not connect concepts, address different perspectives or use digital resources to engage learners in higher-level learning.</p>	<p>Candidate connect concepts, addresses different perspectives or uses digital resources to engage learners but at a basic level of learning and recall.</p>	<p>Candidate connects concepts, addresses different perspectives and uses digital resources to engage learners in higher-level learning in using at least one of these higher-order skills: critical thinking, creativity, and collaborative problem solving.</p>	<p>Candidate creates multi-disciplinary opportunities and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.</p>
<b>Rationale for Instructional Strategies and Adaptations</b>				
<p><b>(9) 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.</b></p>	<p>The candidate does not provide rationales that are aligned to the specific instructional strategies and/or the relationship of instructional strategies to the learning objectives and learner educational</p>	<p>The rationales provided do not align to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is unclear.</p>	<p>The rationales provided are aligned to instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet learner educational needs is clearly identified.</p>	<p>The rationales provided are aligned to the strategies and, the relationship of the instructional strategies to specific learning objectives that meet learner educational needs is clearly and effectively aligned.</p>

<p><i>InTASC 1</i> <i>VDOE 1</i></p> <p>Diversity </p>	needs is missing or unclear.			Multiple pathways to learner achievement of the learning outcomes are provided.
<b>Section 4. How will I know the learning objectives/goals were achieved? Assessment and Documentation of Learner Progress</b>				
<p><b>(10) The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</b></p> <p><i>InTASC 6</i> <i>VDOE 4</i></p>	The candidate does not describe an assessment plan that that evaluates all learning objectives or describes a plan that does not directly measure all of the learning objectives (e.g., is not observable, measurable).	The candidate describes an assessment plan that evaluates all learning objectives but does not include documentation of both formative and summative measures that (and) does not address possible assessment bias.	<p>The candidate describes an assessment plan that evaluates <u>all learning objectives</u> and includes <u>both formative and summative assessments</u> that minimize sources of bias.</p> <p>The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.</p>	<p>The candidate describes an assessment plan that evaluates <u>all learning objectives</u>, includes <u>formative and summative assessments</u> that minimize sources of bias and includes multiple data sources for each objective.</p> <p>The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.</p>

## Analytic Scoring Rubric - Instruction & Assessment Plan - for Grade

Score Points Domain	Does Not Meet 1	Approaches Standards 2	Meets Standards 3	Exceeds Standards 4
<b>Description of Student Needs</b> <i>InTASC 1(a), 6(g)</i>	<p>Provides a brief description of student based on assessment of some areas of need but omits others. Does not administer assessment of language. Contains major inaccuracies or omissions in identifying student learning needs, and these are not based on assessment results. Omits evidence of data collection.</p>	<p>Provides student profile based on multiple forms of assessment of cognitive, linguistic, social, emotional, and/or physical, developmental skill levels and abilities, interests, and educational learning needs. May administer inappropriate assessments or not administer a language assessment. Contains major inaccuracies or omissions in identifying student learning needs, and these may not be based on assessment results and/or omits evidence of data collection.</p>	<p>Provides an accurate student profile based on multiple forms of assessment of cognitive, linguistic, social, emotional, and/or physical, developmental skill levels and abilities, interests, and educational learning needs. May administer an inappropriate assessment or not address all areas of need. May contain minor inaccuracies, omissions, or lack specificity in identifying student learning needs based on aggregated assessment results. May omit evidence of data collection.</p>	<p>Provides an accurate and detailed student profile based on appropriate and multiple forms of assessment of cognitive, linguistic, social, emotional, and/or physical, developmental skill levels and abilities, interests, and educational learning needs, including an assessment of language administered by the candidate. Accurately identifies student learning needs based on aggregated assessment results. Includes clear evidence of data collection.</p>
<b>Instructional Objectives</b> <i>InTASC 7(a), 7(d)</i>	<p>Does not specify distinct learning objectives, omits justification for objectives, and/or does not base objectives on assessment results. Lacks second language research base.</p>	<p>Specifies distinct learning objectives, but omits some objectives indicated by assessment results. Provides justifications for objectives that are unsupported by assessment results and/or lacks second language research base.</p>	<p>Specifies multiple, distinct learning objectives, but may omit some objectives indicated by assessment results. May justify some objectives but not others based on assessment results or lacks second language research base.</p>	<p>Specifies multiple, distinct learning objectives and justifies each objective based on student needs using assessment results and second language research base.</p>

<p><b>Instructional Activities</b> <i>InTASC 1(e3), 7(b)</i></p>	<p>Does not specify instructional activities based on identified learning needs and instructional objectives.</p>	<p>Identifies instructional activities that are not research-based or are inappropriate to language proficiency level and/or do not address each identified learning need and instructional objective.</p>	<p>Identifies and justifies research-based instructional activities, but may omit justification, use of digital resources, or higher-order thinking skills or may not be appropriate to language proficiency level and may not address each identified learning need and instructional objective.</p>	<p>Clearly and effectively identifies and justifies a variety of research-based instructional activities, including use of digital resources and higher-order thinking skills, to differentiate instruction appropriate to language proficiency level and to meet each identified learning need and instructional objective.</p>
<p><b>Scaffolding</b> <i>InTASC 2(f), 7(k)</i></p>	<p>Identifies minimal or ineffective scaffolding approaches and/or does not provide a research base.</p>	<p>Identifies general or inappropriate scaffolding approaches that do not support student achievement of learning objectives. Some approaches are not research-based or effective to meet learning needs.</p>	<p>Identifies appropriate research-based scaffolding approaches that clearly meet learning needs and support student achievement of learning objectives. Some scaffolding may not be effective to meet learning needs or may need elaboration on why each approach is appropriate based on learner's needs.</p>	<p>Identifies, thoroughly describes, and justifies specific, appropriate, and research-based scaffolding approaches that differ from instructional activities and clearly meet learning needs and support student achievement of learning objectives.</p>

<b>Assessment Plan</b> <i>InTASC 6(b)</i>	<p>Does not provide an assessment plan. Describes some assessment tasks and scoring tools but does not justify them. Confuses formative and summative assessments.</p>	<p>Describes assessment tasks and scoring tools but does not justify them. May not include separate formative and summative assessments.</p>	<p>Describes multiple assessment tasks and scoring tools to evaluate student learning and achievement of instructional objectives. May contain inaccuracies in justifications, omit assessment of key objectives, or propose combined formative and summative assessments.</p>	<p>Describes multiple assessment tasks and scoring tools to evaluate student learning and achievement of identified instructional objectives and accurately justifies each. Includes separate and specific formative and summative assessments.</p>
<b>Validity &amp; Reliability</b>	<p>Does not address issues of validity or reliability of assessment tasks and scoring tools.</p>	<p>Addresses issues of validity or reliability of assessment tasks and scoring tools with major inaccuracies and/or omissions.</p>	<p>Addresses issues of validity or reliability of assessment tasks and scoring tools administered, as well as those proposed, with minor inaccuracies and/or omissions.</p>	<p>Accurately and thoroughly analyzes various types of validity (minimizing sources of bias) and reliability of each assessment task and scoring tool administered, proposed, and used as part of the data collection.</p>

*Feedback:*

## Analytic Scoring Rubric for Classroom-Based Assessment Project

Score Points	Does Not Meet	<i>Approaching</i>	Meets Standards	Exceeds Standards
Domain	1	2	3	4
<b>Design &amp; Administration</b>  TESOL Standard 4.c	<p>Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools.</p> <p>Uses language that is vague and subjective and does not differentiate one level from another.</p>	<p>Adapts and administers assessments based on either language or content objectives, and/or are not performance-based or based on state standards and contain inaccuracies. May use language that is vague and/or subjective or does not effectively differentiate between one level from another.</p>	<p>Makes adaptations or designs and administers criterion-referenced, performance-based assessments based on language and content objectives but may contain inaccuracies or incomplete information on one or more assessment tools, refer to general standards OR use descriptive language with some vague or subjective terms and these may not clearly differentiate between one level and another.</p>	<p>Effectively adapts or designs and administers the required variety of tasks and criterion-referenced, performance-based assessments of both language and content based on specific state standards and classroom instruction and matches scoring criteria to learning objectives.</p> <p>Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.</p>
<b>Justification</b>	<p>Does not provide a rationale or justification for assessment tools, does not propose revisions, and/or does not match tasks/tools to purpose.</p>	<p>Provides few details in rationale, little justification for adapting each assessment tool, does not propose revisions from pre-to post-test, and/or needs extensive elaboration and may not match assessments to purpose.</p>	<p>Provides an accurate defense for using some tools but not for others, does not match assessments to purpose, or needs elaboration.</p>	<p>Provides accurate and specific reasons for choosing each assessment tool format and structure, making each appropriate to the target group and assessment purpose.</p>

<p><b>Scaffolding</b></p> <p>TESOL Standard 3.a</p>	<p>Most assessment tools lack appropriate scaffolding.</p>	<p>Does not use a variety of scaffolding approaches and/or uses scaffolding that does not match the proficiency level of the target students.</p>	<p>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.</p>	<p>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.</p>
<p><b>Language Proficiency Assessment</b></p> <p>TESOL Standard 4.b</p>	<p>Uses measures that are not standards- and performance-based and do not accurately measure language skills/student ability to communicate within a range of contexts.</p>	<p>Uses measures that are not standards- or performance-based or do not accurately measure language skills/student ability to communicate within a range of contexts.</p>	<p>Uses standards- and performance-based measures, with some errors, to assess discrete and integrated language skills (grammar, vocabulary, listening, speaking, reading, or writing skills) and communicative competence across the curriculum and to inform instruction.</p>	<p>Effectively uses multiple standards- and performance-based measures to assess students' language skills and communicative competence across the curriculum and to inform instruction.</p>
<p><b>Validity &amp; Reliability</b></p> <p>TESOL Standard 4.a</p>	<p>Does not discuss various types of validity and reliability for each assessment task and tool.</p>	<p>Addresses issues of validity or reliability with major inaccuracies or incompletely.</p>	<p>Addresses issues of validity or reliability with minor inaccuracies and/or omissions.</p>	<p>Accurately and thoroughly explains how design of each assessment tool ensures construct, content, and consequential validity and intra-rater reliability.</p>
<p><b>Analysis of Teaching Impact &amp; Design</b></p> <p>TESOL Standard 4.c</p>	<p>Analyzes results inaccurately or incompletely.</p>	<p>Only briefly describes results and needs elaboration, or arrives at conclusions and recommendations without evidence from test results, and/or analyzes results inaccurately or incompletely, with little discussion of teaching implications. Proposes few or ineffective revisions.</p>	<p>Analyzes test results or effectiveness of implementation with some inaccuracies, incompletely, may need elaboration on points made, or proposes general, vague, or ineffective revisions or omits revisions for some tools and may have some inaccuracies in teaching implications.</p>	<p>Accurately analyzes test results on each assessment tool, effectiveness of implementation, strengths and weaknesses of assessments, and proposes specific revisions for each assessment tool and teaching implications that will improve the assessment tools and promote student learning.</p>

## Field Experience Record

**To the Mentor Teacher/Supervisor:**

The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of 20 hours of field experience in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co-teaching; implementing or evaluating assessments; and other activities. Please verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator, by filling out and signing the document below. We appreciate your willingness to mentor/supervisor our Mason students into the profession and support their growth and learning. If you have questions about the program or the goals of fieldwork, please contact [dvirtch@gmu.edu](mailto:dvirtch@gmu.edu).

Student Name		Mentor Teacher/ Supervisor Name	
Gnumber		School Name	
Course		School Location	
Semester		Grade or Subject	

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
Example: 2/1/18	5 <sup>th</sup> Grade	Met with teacher to review class schedules & profiles	1

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor/Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Field Experience Evaluation Form

Student Name		Mentor Teacher/ Supervisor Name	
Gnumber		Title	
Course		Years of Experience	
Semester		Degree/License	

PERSONAL AND PROFESSIONAL QUALITIES	Not Applicable (N/A)	Seldom Evident (1)	Sometimes Evident (2)	Frequently Evident (3)	Consistently Evident (4)
<b>Open to Feedback</b> - Is receptive to constructive criticism/growth-producing feedback - Self-regulates and modifies professional behavior based on feedback - Seeks opportunities for professional growth to improve practice					
<b>Collaboration &amp; Teamwork</b> - Exhibits teamwork for school/organizational improvement - Collaborates well with others - Is caring, empathetic and respectful to others					
<b>Cultural Responsiveness</b> - Treats individuals in an unbiased manner - Embraces differences - Views diversity as an asset					
<b>Continuous Improvement/ Change Orientation</b> - Takes initiative appropriately - Seeks evidence for use in decision making - Is willing to take appropriate risks/try new things					
<b>High expectations for learning</b> - Holds high expectations for all learners - Monitors and assesses student learning to provide feedback and alter instruction to improve learning					
<b>Advocacy</b> - Seeks to understand and address student issues and challenges - Shows a genuine interest in others' well-being - Seeks to direct students and/or families to needed resources					
<b>Professionalism</b> - Is punctual and well prepared with appropriate dress & appearance - Demonstrates respect for students, families, colleagues, and/or property - Uses technology & social media appropriately					
<b>Legal &amp; Ethical Conduct</b> - Exhibits integrity and ethical behavior - Maintains privacy and confidentiality of sensitive information - Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations					

**Comments:**

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