George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 520 - Section DL1
Assessment of Language Learners

3 Credits – Spring 2021
Wednesdays/7:20 - 10 pm, Online – Synchronous

Faculty

Name:	Lorraine Valdez Pierce, Ph.D.
Office Hours:	Virtual office hours - by appointment
Office Location:	Thompson Hall, Rm. 1502 – Fairfax Campus
Office Phone:	(703) 829-0528
Email:	LPIERCE@gmu.edu

Prerequisites/Corequisites

Required Prerequisites: EDCI 519 or 560 may be taken concurrently. Requires minimum grade of B-.

Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: https://www2.gmu.edu/Safe-Return-Campus

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 assessment to instruction. Requires 15 hours of PK-12 classroom fieldwork.

Course Overview

EDCI 520 introduces basic principles and current, innovative approaches to 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: ensuring reliability and validity of inferences based on assessments; interpreting assessment results from a variety of sources in order to make instructional decisions; reviewing language proficiency tests; using language proficiency tests for making program placement decisions; designing and using formative, summative, and diagnostic classroom-based assessments; assessing language skills – listening, speaking, reading, and writing; scaffolding assessments in the content areas; developing scoring rubrics and other performance-based

assessments; engaging students in peer and self-assessment; writing multiple-choice test items; and becoming familiar with accommodations and accessibility features appropriate for language learners taking standardized tests. 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 World/Foreign Language teacher licensure as well as for meeting endorsement requirements for teachers who are already licensed.

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Jan. 25.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their Mason email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is each student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting format and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. *Apply assessment principles and terminology* to assessment design;

2. *Critically review language proficiency tests* for assessment purpose, validity and reliability, and score interpretation;

3. *Analyze and interpret results from a variety of assessment sources* and use the information for planning instruction;

4. *Develop standards-based, formative assessments*;

5. *Develop classroom-based assessments of both language and content;*

6. *Develop a variety of assessment formats, from multiple-choice tests to performance-based assessments*;

7. *Provide scaffolding to assessments* based on language proficiency level of the learners;

8. *Demonstrate knowledge of accommodations, accessibility features, and administrative considerations for language learners taking state standardized tests.*

PROFESSIONAL STANDARDS

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

<u>Teachers of English to Speakers of Other Languages (TESOL) Standards</u>

STANDARD 1: KNOWLEDGE ABOUT LANGUAGE
Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language learners (ELLs) acquire academic language and literacies specific to various content areas.

STANDARD 4: ASSESSMENT AND EVALUATION
Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

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

STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs.

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

STANDARD 4: INTEGRATION OF STANDARDS IN PLANNING AND INSTRUCTION.

Candidates in foreign language teacher preparation programs understand and use the national *Standards for Foreign Language Learning in the 21st Century* (2006) or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curriculum planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

STANDARD 5: ASSESSMENT OF LANGUAGES AND CULTURES – IMPACT ON STUDENT LEARNING

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

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

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

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 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.

REQUIRED TEXTS

Brookhart, S. M. (2013). *How to create & use rubrics for formative assessment and grading*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Brown, H. D., & P. Abeywickrama. (3rd Ed). (2019). *Language assessment: Principles and classroom practices.* White Plains, NY: Pearson.

RECOMMENDED TEXTS

Gottlieb, M. (2016). *Assessing English language learners*, 2nd ed. Thousand Oaks, CA: Corwin   Press.

ADDITIONAL RECOMMENDED READING

Basterra, M., Trumbull, E., & Solano-Flores, G. (2011). *Cultural validity in assessment: Addressing linguistic and cultural diversity*. New York: Routledge.

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

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*, 2nd Ed. New York: Pearson.

Depka, E. (2019). *Letting data lead: How to design, analyze, and respond to classroom   assessment.* Bloomington, IN*: Solution Tree Press.*

Fairbairn, S. & Jones-Vo, S. (2019). *Differentiating instruction & assessment for English language learners.* Philadelphia, PA: Caslon Publishing.

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

Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin Press.

Hughes, A. (2002). *Testing for language teachers. (*2nd ed). Cambridge, UK: Cambridge University Press.

Jones, J. & D. Wiliam. (2014). *Modern foreign languages inside the black box: Assessment for learning in the modern foreign language classroom*. West Palm Beach, FL: Learning Sciences International.

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

Pierce, L.V. (2018). Assessment. In C. Ovando & M.C. Combs (Eds.), *Bilingual and ESL classrooms (*6th ed*.)* (pp. 283-344). Lanham, MD: Rowman & Littlefield.

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

Popham, W. J. (2018). *Classroom assessment: What teachers need to know. 8th ed*. New York: Pearson.
Reutzel, D. R. & R. B. Cooter, Jr. (2010). 4th ed. *Strategies for reading assessment and instruction: Helping every child succeed.* Upper Saddle River, NJ: Merrill Prentice Hall.

Shiel, T. K. (2017). *Designing & using performance tasks*. Thousand Oaks, CA: Corwin Press.

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

Discussion Board

Collaborate Ultra – virtual office hours & team meetings

Kaltura Capture – upload audio and video recordings

Recommended Resources

TESOL PreK-12 English Language Proficiency Standards

https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs

ACTFL World Readiness Standards for Learning Languages

https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary

Assessment & Evaluation Language Resource Center *(world languages)*
        https://aelrc.georgetown.edu/

WIDA Standards
        https://wida.wisc.edu/teach/standards

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.

 Due Dates & Submitting Assignments to Blackboard

- ***Language Proficiency Assessment Project, Data Analysis Module, and CBA Project*** *-* UPLOAD UNDER *ASSESSMENTS by 11:59 pm of the due date indicated on the class schedule. Upload FINAL versions that are READY TO BE GRADED (rather than drafts for feedback). In face-to-face courses, bring a paper copy of each project to class on the due date.*
- ***Quizzes and assignments*** *are due before the start of the following class session; upload to ASSIGNMENTS on Bbd.*
- ***Discussion Board*** *postings are due before the start of the following class session; upload to Discussion Board.*

TK20 PBA SUBMISSION REQUIREMENTS

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every candidate registered for any *Teaching Culturally, Linguistically Diverse & Exceptional Learners* 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 – Field experience in the schools will be required for this course. Due to the Covid-19 pandemic, most schools are holding classes online, and the field experience for this course will also be conducted online with students in the schools.

Assignments

Assignment Description	Percent of Grade	Standards Addressed	ISTE-T Standards
1. Language Proficiency Assessment Project	25%	TESOL 1 & 4 ACTFL 3 & 5	ISTE-T 3
2. Data Analysis Module	25%	TESOL 4 ACTFL 5	ISTE-T 3
3. Classroom-Based Assessment Project (PBA)	30%	TESOL 1 & 4 ACTFL 3, 4 & 5 Licensure/Endorsement Requirement	ISTE-T 2 & 3
4. Discussion Board & Quizzes	20%	All of the above	

COURSE REQUIREMENTS

1) LANGUAGE PROFICIENCY ASSESSMENT PROJECT

Candidates will work in teams of two or three to review and critique language proficiency tests used to determine placement in ESOL and world language programs. As part of the review, team members will report on how test results are used for identification, program placement, and reclassification in a local school district that uses the test. Each team will make a presentation on a different subcomponent and grade level of WIDA, ACTFL, or other tests and critique them using assessment principles, including validity, reliability and practicality. Each team member will be responsible for learning about all aspects of the test under review and demonstrating understanding through this presentation. Equal participation through teamwork will be documented with a team participation log. Each team member will earn an individual score.

2) DATA ANALYSIS MODULE

Data analysis or knowing how to analyze and interpret student assessment results from a variety of sources is critical to teaching and learning, because it uses information on student progress and learning gaps to make instructional decisions for moving forward. Candidates will be provided with cases or examples and asked to analyze and interpret assessment data in order to render a decision on what a teacher needs to do next in instruction based on the data. This is using formative assessment for data-driven decision making. Additionally, candidates will be asked to demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate for language learners and those with learning disabilities (both language learners and native speakers of English) who are faced with taking a standardized test.

3) CLASSROOM-BASED ASSESSMENT PROJECT (CBA)

Candidates will use their knowledge of assessment principles to create <u>at least two assessments</u> for students in a language learning setting. Candidates will identify a learning need of a group of ESL/FL classroom (using their own classroom or working with that of a cooperating teacher) and describe the level/age/grade/content to be assessed. Candidates will select <u>two separate, distinct, and separate assessments</u> (not combined into one), <u>one language-based and one content-based</u> assessment to evaluate a learning need identified jointly with the teacher. At least one of the assessments must be <u>performance-based</u>. Candidates will provide scaffolding for the assessments appropriate to the language learners' age and language proficiency levels. Candidates will (a) defend the validity and reliability of inferences made about students, (b) describe how they will use results to make instructional decisions, and (c) describe how each assessment task and scoring tool can be improved.

The course instructor may allow submission of the CBA in two parts – language and content assessments, score them separately, then add the subscores for a total score. This can provide formative feedback for improving each part of the project.

The CBA Project is a <u>program-required</u> performance-based assessment (PBA) and both your final papers (as a Word document) and the Field Experience Log/Evaluation Form (as a scanned PDF document) should be uploaded to Blackboard (no photos of documents from cell phones or other devices will be accepted).

4) DISCUSSION BOARD & QUIZZES

You will interact with classmates to discuss assessment topics and materials. You will also complete occasional quizzes or assignments to show that you understand the concepts presented and can apply them to specific situations.

Other Requirements

Submission Requirements

Written papers and PowerPoint slides will be submitted to Blackboard by the specified deadline. <u>Only Word documents and PowerPoints</u> (PDF files only if scanned attachments) will be accepted for work generated by each candidate. <u>No cell phone or other photo images of required documents will be accepted</u>. UPLOAD COURSE REQUIREMENTS TO BE GRADED TO BLACKBOARD UNDER <u>ASSESSMENTS (do NOT send by email)</u>.

<u>Resubmission Policy:</u> Course requirements (summative assessments) that have been graded and returned to you with the instructor's feedback will not be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice.

Naming Your Electronic Files

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

YOUR LAST NAME_FIRST INITIAL_Assignment Title_mmddyy (*monthdayyear submitted*)

Hernandez_F_LPA Proj_021521 (*abbreviate the title*)

Attendance and Active Participation

Active participation is expected of each candidate during each class session. You are expected to arrive to the session on time and contribute to the activities and discussions by critically analyzing issues, asking questions, or making observations that indicate your thorough preparation for the class. You are responsible for all assigned coursework and readings.

In online sessions, being completely attentive in the moment (*100% attention*), listening and taking notes during lectures and peer presentations, and participating in whole class and small group discussions are clear indicators of your active participation.

Candidates are expected to contribute comments, ask questions, and interact with other classmates on the assigned readings in **all** online discussions. Not participating in an online discussion will be reflected as an absence. **Candidates with more than 2 absences will not receive credit for the course.**

Please send the instructor an email explaining any planned absence PRIOR to that absence or unplanned absence on the same day of class. It is your responsibility to obtain any materials distributed in any session you may have missed. Repeated tardiness is to be avoided.

LAPTOP/CELL PHONE POLICY

Laptop use in online courses is to be expected, but please limit their use to accessing live class sessions and Blackboard or Zoom. Please refrain from using laptops and cell phones to engage in non-class related tasks (such as checking email) during class discussions, lectures, interactive tasks, and guest or peer presentations – all of which require your full attention. Similarly, cell phone use is not allowed during instructor, guest, or peer presentations, and cell phones must be turned off or silenced (not on *Vibrate*) during class sessions (unless they are being used for accessing the class session). Ask the instructor if you have an emergency request.

Candidates working on 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. Each team member will be responsible for learning about all required categories of your selected test.

Lead roles may include:

- Presenting assessment models and rubrics to the team for feedback;
- 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 or PowerPoint presentation.

GRADING

Grading

George Mason University's 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 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. For an example of how your course grade will be calculated, go to Blackboard.

Late Work Policy

At the graduate level all work is expected to be of high quality (produced electronically as a Word document or PowerPoint file) and submitted on the dates due. *Work submitted late may be reduced one letter grade for every day of delay.* When you face circumstances (e.g., illness) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is at the discretion of each instructor to approve 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 withdrawals will be permitted.

Incomplete (IN)

This grade may be given to students who are in good standing (*have already completed most course requirements with a grade of B or better*), 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 <u>may grant an incomplete with a contract</u> stating a reasonable amount of time for completing 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
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule
Please come prepared to discuss the assigned readings during the week in which they appear.
Readings and materials not found in textbooks are available on Blackboard.

Module & Date	Topics	Readings to be discussed this week	Assignments
1 **1/27**	**Course Overview** • Assessment terminology • Various types and purposes of assessment • Standards-based assessments • Required course projects	*Brown & Abeywickrama (B & A), Chs. 1 & 4*	Discussion Board #1
2 **2/3**	**Assessment Principles** • Validity • Reliability • Practicality • Authenticity • Washback	*B & A, Ch. 2* *Pierce - Definitions of Validity & Reliability*	Form LPA teams
3 **2/10**	**Language Proficiency Assessment (LPA)** • Purposes • Components • Reviewing tests	*(1)Pierce - Ident. & Placement* *(2) Liskin-Gasparro - ACTFL Prof. Guidelines & OPI* *(3) Clifford - CRT Prof. Testing* *(4) B & A, pp. 124-126*	Quiz #1
4 **2/17**	**Language Proficiency Assessment (LPA), Part 2** • Identification & placement • Foreign language testing • Defining language constructs	*(1) Lopez - Key issues…initial identification …ELLs* *(2) Home Language Surveys (ARL, FFX, PWC Schls)* *(3) Purpura - Sec. & FL Assmt* *(4) B & A, pp. 11-12, 35 - 36*	
5 **2/24**	*Due Today: Language Proficiency Assessment - Team Presentations*		
6 **3/3**	**Assessing Listening & Speaking** • Standards, learning goals • Tasks, materials, scaffolding • Language functions • Scoring criteria	*B & A, Chs. 6 & 7* *Isbell & Winke - ACTFL OPIc Scaffolding Self-Study on Bbd*	

7 **3/10**	**Assessing Writing** • Standards, learning goals • Tasks, materials, scaffolding • Scoring criteria • Feedback and self-assessment	*B & A, Ch. 9 Brookhart, Ch. 10 & Appendix B Writing progressions*	
8 **3/17**	**Analyzing Assessment Results** • Analyzing and interpreting data • Using data for making instructional decisions	*Mertler - Data-driven classroom Black & Wiliam - Inside the black box Black & Jones, Formative assmt. Case Study #1*	
9 **3/24**	**Accommodations & Accessibility** • Standardized testing • Classroom instruction • Accommodations • Accessibility modifications	*(1) Shafer Wilner - Accomms/ Access (2) WIDA - Accessibility & accommodations (2) VA DOE Regs & Guidelines Case Study #2*	Quiz #2
10 **3/31**	**Designing Scoring Rubrics** • Different types of rubrics • Scoring criteria • Language of rubrics *Due this week: Data Analysis Module*	*Brookhart, Chs. 1 -3*	
11 **4/7**	**Preparing the Classroom-Based Assessment (CBA) Project**	*Materials on Bbd*	CBA Draft Outline
12 **4/14**	**Assessing Reading** • Standards, learning goals • Tasks, materials, scaffolding • Multiple-choice tests • Cloze tests • Diagnostic tests	*B & A, Ch. 3 (pp. 72-83) & Ch. 8 Types of Rdg. Compreh. Qs*	
13 **4/21**	**Assessing Content Area Language** • Standards, learning goals • Tasks, materials, scaffolding • Scaffolding assessments • Vocabulary	*Gottlieb, Ch. 3 (Bbd) Stahl & Bravo – Classrm. Vocab. Assmt.*	Multiple-Choice Items
14 **4/28**	**Refining Assessment Tasks & Tools** • CBA Work Session *Due May 3 – CBA Project*		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. Readings and materials that are not in the course textbooks can be found on Blackboard.

Core Values Commitment

The College of Education and 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 Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

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 15 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.

- Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202.

If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

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