



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

EDCI 586 [001] –  
**Assessment in English Language Teaching**  
3 Credits, Spring 2022  
Asynchronous Online

**Faculty**

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Prerequisites/Corequisites

None

University Catalog Course Description

Examines innovative approaches to assessing ESL/EFL/EAL 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.

Course Overview

This course 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.

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; 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; using research-based grading practices; reviewing language proficiency tests; writing multiple-choice tests; preparing students to take standardized tests; and becoming familiar with accommodations and accessibility features appropriate for language learners taking standardized tests.

Candidates will have opportunities to both critically examine assessment tools used in current practice and to develop their own.

## Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via 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.

**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. See a list of Blackboard's supported browsers see:
- See a list of [supported operation systems](#) on different devices
- 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 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](#)
  - [Windows Media Player](#)
  - [Apple Quick Time Player](#)

## Expectations

### Course Week

Because asynchronous courses do not have a "fixed" meeting day, our week will start Mondays, and finish on Sunday.

### Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.

### 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 the 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 method 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 as 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 or Objectives

This course is designed to enable students 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 and reliability of inferences and types of bias and demonstrate how test scores are interpreted;
3. Develop standards-based assessments and instructional goals based on assessment results;
4. Analyze and interpret results from a variety of assessment sources and use the information for planning instruction in English language teaching contexts;
5. Develop classroom-based assessments of both language and content in ESL/EFL/EAL contexts;
6. Draft a variety of assessment formats, from multiple-choice tests to performance-based assessments;
7. Add scaffolding to assessment and instruction for ESL/EFL/EAL learners;
8. Examine research on grading policies and practices for misconceptions and recommended approaches for use in English language teaching contexts;
9. Demonstrate knowledge of accommodations, accessibility features, and administrative considerations for language learners taking standardized tests; and
10. Identify test-taking strategies for preparing language learners to take standardized tests.

### Professional Standards

TESOL/CAEP (Council for the Accreditation of Educator Preparation) Standards; TESOL Standards for ESL/EFL Teachers of Adults Framework

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

**TESOL/CAEP STANDARDS:**

**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.

- 4a Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.
- 4b Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determine language and content learning goals based on assessment data.
- 4c Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.
- 4d Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

### **STANDARDS FOR ESL/EFL TEACHERS OF ADULTS FRAMEWORK:**

#### **DOMAIN: ASSESSING**

**Standard 3:** Teachers recognize the importance of and are able to gather and interpret information about learning and performance to promote the continuous intellectual and linguistic development of each learner. Teachers use knowledge of student performance to make decisions about planning and instruction “on the spot” and for the future. Teachers involve learners in determining what will be assessed and provide constructive feedback to learners, based on assessments of their learning.

#### Required Texts

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

Brown, H. D., & P. Abeywickrama. (3<sup>rd</sup> Ed). (2019). *Language assessment: Principles and classroom practices*. Pearson.

#### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

## 1. Assignments and/or Examinations

ASSIGNMENT	BRIEF DESCRIPTION	PERCENT OF GRADE	DUE DATE
<b>1. Informed Participation (Discussion board and other online activities, i.e., Warm Up Activities CBA Parts 1-7)</b>	Students are expected to actively participate online by critically analyzing, asking questions, and making observations about the readings/resources, thereby indicating they have thoroughly engaged with the content. Reflection on learning and on application of new knowledge is expected.	<b>30</b> (Warm Up Activities 5%, CBA Parts 1-7 10%, Discussion 15%)	Weekly-due <b>every Friday</b> on each module (Modules 1-8)
<b>2. Reading Responses</b>	Course participants will complete five reading responses.	<b>20</b>	Modules 1 (Jan. 9 <sup>th</sup> ), Module 3 (Jan. 23 <sup>rd</sup> ), Module 4 (Jan. 30 <sup>th</sup> ), Module 5 (Feb. 6 <sup>th</sup> ), and Module 6 (Feb. 13 <sup>th</sup> )
<b>3. English Language Test Assignment</b>	Course participants will review and critique one of the English language tests (e.g., proficiency test or standardized test) used in the ESL/EFL/EAL program they are observing (based on their teacher interview). They will do this based on the assessment principles learned in Modules 1 and 2.	<b>20</b>	Jan. 16 <sup>th</sup> Module 2
<b>4. Classroom-Based Assessment (CBA) Project (Performance-Based Assessment)</b>	The Performance Based Assessment (PBA) for this course is the <i>Classroom-Based Assessment (CBA) Project</i> . Course participants will use their knowledge of assessment principles to create, administer, and evaluate at least two assessment instruments in a language learning classroom. Based on the goals and objectives of the class and learners' progress based on a diverse set of assessment data, course participants determine what areas each student needs more support with and decide on an effective instructional response. Decisions must be based on analysis of multiple ESL/EFL/EAL assessments collected from the teacher interviewed (or from one's own class).	<b>30</b>	Final week- Module 8

## 2. Other Requirements

## FIELD EXPERIENCE

Field experience in settings that serve language learners are important opportunities for connecting learning to real-world experience. All Performance-Based Assessments (PBAs) in this program will require some field experience to apply new knowledge to an educational context. Expect to spend about 15 hours of fieldwork per course. Candidates will be responsible for locating appropriate settings for field experiences.

### 3. 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	COURSE GRADES	GRADE POINTS	INTERPRETATION
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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

### 4. Assignment Details

#### 1. INFORMED PARTICIPATION—DISCUSSION BOARD AND ONLINE ACTIVITIES (30%)

##### ATTENDANCE POLICY

Students are expected to participate in **all** learning activities within each weekly module. Not participating in all learning activities within each weekly module will be reflected with a zero for the week and as an absence. **Students with one or more absences will not receive credit for the course.**

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and learning activities to do. You are expected to participate in the class discussions and learning activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the course.

The discussion board is where the real learning begins—through interaction with your peers. Participation in the discussion board is critical to help you, among other things, think about relevant issues presented in the readings, share opinions with colleagues, challenge and be challenged, show how you can support an argument, and get the most from the course. Follow these parameters for your discussion board participation:

- You are expected to post, at a minimum, **3 times each week.**
- Deadline for first post: **Friday 11:55pm ET.**

- Deadline for other posts: **Sunday 11:55pm ET.**

## **2. READING RESPONSES (20%)**

Writing about what you have read is a useful way to synthesize your learning. In the reading responses, you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke, or stimulate your ideas about literacy development and instruction. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. The response is an opportunity to demonstrate your careful reading of the assigned texts; it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching and life experiences.

While the response should provide evidence that you did the reading it should not simply be a summary of the reading. You should start with a brief summary of one reading (3-4 sentences). You will need to complete five (5) reading responses throughout this course, and you may pick and choose which reading you wish to respond to. Responses should be one page, single-spaced, and in a legible 12-point font and should focus on one of the weekly reading assignments. Further details and the assignment rubric are available on Blackboard.

## Class Schedule

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

MODULE	TOPICS	READINGS AND ASSIGNMENTS
1	<p><b>ASSESSMENT PRINCIPLES</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the types of assessments</li> <li>• Explain and give examples of the main principles of language assessment (practicality, reliability, validity, authenticity, and washback)</li> <li>• Summarize some of the main issues and current perspectives in L2 assessments</li> <li>• Define rubrics and explain why they are important</li> </ul>	<p>Brown &amp; Abeywickrama, Chapters 1 and 2</p> <p>Brookhart, Chapters 1 &amp; 2</p> <p>Article:</p> <p>Purpura, J. E. (2016). Second and foreign language assessment. <i>The Modern Language Journal</i>, 100(51), 190–208.</p> <p><b>CBA Project, Part 1 Due</b></p> <p><b>Reading Response Due</b></p>
2	<p><b>STANDARDIZED ASSESSMENTS &amp; LANGUAGE PROFICIENCY ASSESSMENTS</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain and give examples standards in educational instruction and assessment, including standardized testing</li> <li>• Examine constructs underlying standardized tests, including standardized language proficiency tests</li> <li>• Recognize and discuss cultural bias in assessment</li> <li>• Examine proficiency-based rubrics for standards-based grading</li> </ul>	<p>Brown &amp; Abeywickrama, Chapters 4 &amp; 5</p> <p>Brookhart, Chapter 6</p> <p>Article:</p> <p>Kim, K. H., Zabelina, D. (2015). Cultural bias in assessment: Can creativity assessment help? <i>International Journal of Critical Pedagogy</i>, 6(2), 129-147.</p> <p><b>CBA Project, Part 2 Due</b></p> <p><b>English Language Test Assignment Due</b></p>
3	<p><b>DESIGNING CLASSROOM LANGUAGE TESTS &amp; ASSESSING GRAMMAR AND VOCABULARY</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the purpose, objectives, and types of items of an ESL/EFL/EAL classroom test</li> <li>• Examine data from multiple assessments and tests and make instructional decisions to further student learning</li> <li>• Develop assessments that focus on specifically identified forms of language (grammar and vocabulary)</li> <li>• Discern when to assess grammar and vocabulary separately and when to assess them in a meaningful context that integrates language skills</li> </ul>	<p>Brown &amp; Abeywickrama, Chapters 3 &amp; 10</p> <p><b>CBA Project, Part 3 Due</b></p> <p><b>Reading Response Due</b></p>
4	<p><b>ASSESSING LISTENING &amp; SPEAKING</b></p> <p>By the end of this module, students will be able to:</p>	<p>Brown &amp; Abeywickrama, Chapters 6 &amp; 7</p>



MODULE	TOPICS	READINGS AND ASSIGNMENTS
	<ul style="list-style-type: none"> <li>• State a rationale that for assessing listening or speaking as separate skills or integrated with other language skills</li> <li>• Discern the overlap between assessing listening or speaking as unanalyzed ability and its explicit, form-focused counterpart, grammar and vocabulary comprehension and production</li> <li>• Develop assessments that focus on one or several micro and macroskills of listening performance</li> <li>• Develop assessments that focus on one or several micro and macroskills of speaking performance</li> </ul>	<p><a href="#">CBA Project, Part 4 Due</a></p> <p><a href="#">Reading Response Due</a></p>
5	<p><b>ASSESSING READING</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• State a rationale that for assessing reading as a separate skill or integrated with other language skills</li> <li>• Discern the overlap between assessing reading as unanalyzed ability and its explicit, form-focused counterpart, grammar and vocabulary comprehension</li> <li>• Develop assessments that focus on one or several micro and macroskills of reading performance</li> <li>• Explain how to use and create checklists to assess reading</li> </ul>	<p>Brown &amp; Abeywickrama, Chapters 8</p> <p>Brookhart, Chapter 7</p> <p>Article:</p> <p>Tan, L., Zammit, K., D’warte, J., &amp; Gearside, A. (2020). Assessing multimodal literacies in practice: A critical review of its implementations in educational settings. <i>Language and Education</i>, 34(2), 97–114.</p> <p><a href="#">CBA Project, Part 5 Due</a></p> <p><a href="#">Reading Response Due</a></p>
6	<p><b>ASSESSING WRITING</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• State a rationale that for assessing writing as a separate skill as well as a skill that integrates reading and other language skills</li> <li>• Discern the overlap between assessing reading as unanalyzed ability and its explicit, form-focused counterpart, grammar and vocabulary production</li> <li>• Develop assessments that focus on one or several micro and macroskills of writing within a specific genre</li> <li>• Explain how to use and create rubrics to assess writing</li> </ul>	<p>Brown &amp; Abeywickrama, Chapter 9</p> <p>Brookhart, Chapters 3 &amp; 4</p> <p>Article:</p> <p>Kohnke, L., Jarvis, A., &amp; Ting, A. (2021). Digital multimodal composing as authentic assessment in discipline-specific English courses: Insights from ESP learners. <i>TESOL Journal</i>.</p> <p><a href="#">CBA Project, Part 6 Due</a></p> <p><a href="#">Reading Response Due</a></p>
7	<p><b>FORMATIVE ASSESSMENT &amp; USING RUBRICS</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Weigh the pros and cons of assessment alternatives against varying levels of potential fulfillment of the give principles</li> </ul>	<p>Brown &amp; Abeywickrama, Chapter 12</p> <p>Brookhart, Chapters 9 &amp; 10, Appendices A &amp; B</p> <p><a href="#">CBA Project, Part 7 Due</a></p> <p><a href="#">Rubric Share Post Due</a></p>

MODULE	TOPICS	READINGS AND ASSIGNMENTS
	<ul style="list-style-type: none"> <li>• Examine ways to resolve the dilemma of maximizing both practicality and beneficial washback in classroom-based assessment</li> <li>• Develop your own performance-based assessments with carefully structured rubrics and other scoring procedures</li> <li>• Analyze the benefits and drawbacks of using portfolios, interviews, observations, and self- and peer-assessment in the classroom</li> <li>• Describe how to use rubrics for formative assessment and giving feedback</li> </ul>	
8	<p><b>GRADING &amp; CLASSROOM-BASED ASSESSMENT PROJECT</b></p> <p>By the end of this module, students will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an approach to grading that aligns with institutional goals and classroom context</li> <li>• Describe cross-cultural dilemmas that can create misunderstandings of the meaning of a grade</li> <li>• Examine alternatives to letter grading that can empower students and help them use feedback for further development</li> <li>• Describe how to use rubrics for grading</li> <li>• Demonstrate ability to develop classroom-based assessments and analyze them to make instructional decisions for student learning</li> </ul>	<p>Brown &amp; Abeywickrama, Chapter 11</p> <p>Brookhart, Chapter 11</p> <p>Articles:</p> <p>Ferlazzo, L. (2020, June 29). Strategies for grading ELLs in content classes. <i>Education Week</i>.</p> <p>Fenner, D. S., Kester, J., &amp; Snyder, S. (n.d.). The five pillars of equitably grading ELLs. <i>Colorín colorado</i>. <a href="#">Classroom-Based Assessment Project Due</a></p>

## 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/>.

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## GMU Policies and Resources for Students

### POLICIES

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
2. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. 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.
4. 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/>).
5. Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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](mailto:titleix@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/> .

Appendix

**RUBRIC FOR CLASSROOM-BASED ASSESSMENT PROJECT**

*Rubrics for additional assignments can be accessed in Blackboard's "My Grades" tool.*

SCORE POINTS	DOES NOT MEET	APPROACHING	MEETS STANDARDS	EXCEEDS STANDARDS
DOMAIN	0-69%	70-79%	80-89%	90-100%
<p><b>Class and Student Profile (Part 1)</b></p> <p><b>TESOL/CAEP Standard 2; Adult Standard</b></p> <p><b>(5 points)</b></p>	<p>Little to no description of the class and students is provided</p> <p>0 to 3.4 pts</p>	<p>Description of the class and students gives an incomplete picture of the context</p> <p>3.5 to 3.9 pts</p>	<p>Description of the class and students give a clear picture of the context</p> <p>4 to 4.4 pts</p>	<p>Description of the class and students gives a comprehensive picture of the context, including details</p> <p>4.5 to 5 pts</p>
<p><b>English Proficiency Assessments and Standardized Tests (Part 2)</b></p> <p><b>TESOL/CAEP Standard 4a; Adult Standard 3</b></p> <p><b>(10 points)</b></p>	<p>Did not provide descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>0 to 6.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but with inaccuracies or omissions of important details.</p> <p>7 to 7.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but without detailed elaboration.</p> <p>8 to 8.9 points</p>	<p>Provided detailed descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>9 to 10 points</p>
<p><b>Classroom Language Tests (Part 3)</b></p> <p><b>TESOL/CAEP Standard 4a; Adult Standard 3</b></p> <p><b>(10 points)</b></p>	<p>Did not provide descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>0 to 6.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but with inaccuracies or omissions of important details.</p> <p>7 to 7.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but without detailed elaboration.</p> <p>8 to 8.9 points</p>	<p>Provided detailed descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>9 to 10 points</p>
<p><b>Assessing Listening &amp; Speaking (Part 4)</b></p> <p><b>TESOL/CAEP Standard 4a; Adult Standard 3</b></p> <p><b>(10 points)</b></p>	<p>Did not provide descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>0 to 6.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but with inaccuracies or omissions of important details.</p> <p>7 to 7.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but without detailed elaboration.</p> <p>8 to 8.9 points</p>	<p>Provided detailed descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>9 to 10 points</p>

SCORE POINTS	DOES NOT MEET	APPROACHING	MEETS STANDARDS	EXCEEDS STANDARDS
DOMAIN	0-69%	70-79%	80-89%	90-100%
<p><b>Assessing Reading</b></p> <p><b>(Part 5)</b></p> <p><b>TESOL/CAEP Standard 4a;</b> <b>Adult Standard 3</b></p> <p><b>(10 points)</b></p>	<p>Did not provide descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>0 to 6.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but with inaccuracies or omissions of important details.</p> <p>7 to 7.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but without detailed elaboration.</p> <p>8 to 8.9 points</p>	<p>Provided detailed descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>9 to 10 points</p>
<p><b>Assessing Writing</b></p> <p><b>(Part 6)</b></p> <p><b>TESOL/CAEP Standard 4a;</b> <b>Adult Standard 3</b></p> <p><b>(10 points)</b></p>	<p>Did not provide descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>0 to 6.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but with inaccuracies or omissions of important details.</p> <p>7 to 7.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but without detailed elaboration.</p> <p>8 to 8.9 points</p>	<p>Provided detailed descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>9 to 10 points</p>
<p><b>Using Rubrics</b></p> <p><b>(Part 7)</b></p> <p><b>TESOL/CAEP Standard 4a;</b> <b>Adult Standard 3</b></p> <p><b>(10 points)</b></p>	<p>Did not provide descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>0 to 6.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but with inaccuracies or omissions of important details.</p> <p>7 to 7.9 points</p>	<p>Provided descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students, but without detailed elaboration.</p> <p>8 to 8.9 points</p>	<p>Provided detailed descriptions of, examples of, and results from multiple types of assessments based on a specific teacher and two anonymous students.</p> <p>9 to 10 points</p>
<p><b>Data Analysis</b></p> <p><b>(Part 8)</b></p> <p><b>TESOL/CAEP Standard 4a;</b> <b>Adult Standard 3</b></p> <p><b>(10 points)</b></p>	<p>Analyzes data in only a cursory manner. Omits student strengths and weaknesses.</p> <p>0 to 6.9 points</p>	<p>Analyzes data with major inaccuracies or partially. Omits some student strengths or weaknesses.</p> <p>7 to 7.9 points</p>	<p>Analyzes data with few and minor inaccuracies. May omit some student strengths or weaknesses.</p> <p>8 to 8.9 points</p>	<p>Accurately analyzes data provided, identifying students' strengths and weaknesses.</p> <p>9 to 10 points</p>
<p><b>Design Classroom-Based Assessments</b></p> <p><b>(Part 9)</b></p> <p><b>TESOL/CAEP Standard 4b;</b> <b>Adult Standard 3</b></p> <p><b>(10 points)</b></p>	<p>Does not revise or design two classroom-based assessments <i>or</i> the two assessments are not appropriate for the class and students identified in the profile <i>or</i> the assessments are not clearly based on specific learning objectives <i>and/or</i> does not utilize an analytic rubric in either assessment.</p> <p>0 to 6.9 points</p>	<p>Revises or designs two classroom-based assessments that are appropriate for the class and students identified in the profile based on specific learning objectives, but may contain inaccuracies or incomplete information on one or more assessment tools <i>and/or</i> does not utilize an analytic rubric in either assessment.</p> <p>7 to 7.9 points</p>	<p>Revises or designs two classroom-based assessments that are appropriate for the class and students identified in the profile based on specific learning objectives (at least one utilizes an analytic rubric), but may contain inaccuracies or incomplete information on one or more assessment tools.</p> <p>8 to 8.9 points</p>	<p>Effectively revises or designs two classroom-based assessments that are appropriate for the class and students identified in the profile based on specific learning objectives (at least one utilizes an analytic rubric).</p> <p>9 to 10 points</p>

SCORE POINTS	DOES NOT MEET	APPROACHING	MEETS STANDARDS	EXCEEDS STANDARDS
DOMAIN	0-69%	70-79%	80-89%	90-100%
<b>Justification</b> <b>(Part 10)</b> <b>TESOL/CAEP Standard 4b;</b> <b>Adult Standard 3</b>  <b>(10 points)</b>	<p>Does not provide a rationale or justification for assessment tools, does not match tasks/tools to purpose, and does not connect to assessment principles learned in this course.</p> <p>0 to 6.9 points</p>	<p>Provides few details in rationale, little justification for adapting each assessment tool, needs extensive elaboration and may not match assessments to purpose or connect to assessment principles learned in this course.</p> <p>7 to 7.9 points</p>	<p>Provides accurate defense for using some tools but not for others, does not match assessments to purpose, does not connect justification to assessment principles learned in this course, OR needs elaboration.</p> <p>8 to 8.9 points</p>	<p>Provides accurate and specific reasons to defend choice of each assessment tool format and structure, making each appropriate to the target group and assessment purpose. Connects justification to assessment principles learned in this course.</p> <p>9 to 10 points</p>
<b>Accuracy and Format</b>  <b>(5 points)</b>	<p>Did not use APA format and had many typos.</p> <p>0 to 3.4 pts</p>	<p>Used APA format but had many inaccuracies and typos.</p> <p>3.5 to 3.9 pts</p>	<p>Used APA format but with some inaccuracies and typos.</p> <p>4 to 4.4 pts</p>	<p>Used APA format accurately and did have typos.</p> <p>4.5 to 5 pts</p>