

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



**EDCI 520 - Section DL1- Assessment for Language Learners**

**3 Credits – Spring 2023**  
**Tuesdays/4:30 – 7:10 pm, Online – Synchronous**  
**January 23 to May 17, 2023**

**Faculty**

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**Prerequisites/Corequisites**

Required Prerequisites: EDCI 519 or 560 with a minimum grade of B- or [EDCI 519](#) or [560](#) may be taken concurrently.

**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. Fieldwork hours are required.

**Course Overview**

EDCI 520 introduces teachers to basic principles and current, innovative approaches to assessment of language learners in ESL, bilingual education, world/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 in this course 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 for 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 critically examine commercial tests 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 non-language teachers who are already licensed in other fields.**

### **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 @gmu.edu) and email password. The course site will be available by Jan. 16.

**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](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](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their Mason email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with the Zoom or 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/](http://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 (Tuesdays).
- 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 and reading 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 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 comments 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, including technology-based assessments;*
7. *Provide scaffolding to assessments* based on the language proficiency levels 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:

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

**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.

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

**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 21<sup>st</sup> 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*. Association for Supervision & Curriculum Development (ASCD).
- Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices*, 3<sup>rd</sup> ed. Pearson.

**RECOMMENDED READING**

- Basterra, M., Trumbull, E., & Solano-Flores, G. (2011). *Cultural validity in assessment: Addressing linguistic and cultural diversity*. Routledge.
- Black, P. & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2), 139-148.
- Brookhart, S. M. (2015). *Performance assessment: Showing what students know and can do*. Learning Sciences International.
- Chappuis, J. & Stiggins, R.J. (2016). *An introduction to student-involved assessment FOR learning* (7th ed.). Pearson.
- Chappuis, J., Stiggins, R., Chappuis, S. & Arter, J. (2011). *Classroom assessment for student learning*, 2<sup>nd</sup> Ed. Pearson.
- Depka, E. (2019). *Letting data lead: How to design, analyze, and respond to classroom assessment*. Solution Tree Press.
- Fairbairn, S. & Jones-Vo, S. (2019). *Differentiating instruction & assessment for English language learners*. Caslon Publishing.
- Fumiyo, N. & Berry, V. (2021). Use of innovative technology in oral language assessment. *Assessment in education: Principles, Policy, & Practice*, 28(4), 343-349.  
<https://doi.org/10.1080/0969594X.2021.2004530>
- Herrera, S. G., Murry, K.G., & Cabral, R. M. (2012). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*, 2<sup>nd</sup> ed. Pearson.
- Heritage, M. (2021). *Formative assessment: Making it happen in the classroom*. Corwin Press.
- Hughes, A. & Hughes, J. (2020). *Testing for language teachers*, 3<sup>rd</sup> ed. Cambridge University Press.
- Jones, J. & Wiliam, D. (2014). *Modern foreign languages inside the black box: Assessment for learning in the modern foreign language classroom*. Learning Sciences International.
- Lys, F. (2013). The Development of Advanced Learner Oral Proficiency Using iPads.

*Language Learning & Technology*, 17(3), 94-116. <https://doi.org/10125/44341>

- McTighe, J., Doubet, K.J., & Carbaugh, E. M. (2020). *Designing authentic performance tasks and projects: Tools for meaningful learning and assessment*. Association for Supervision & Curriculum Development (ASCD).
- Mihai, F. M. (2017). *Assessing English learners in the content areas*, 2<sup>nd</sup> ed. Ann Arbor, MI: University of Michigan Press.
- O'Malley, J.M. & Pierce, L. V. (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* (6<sup>th</sup> 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*. 8<sup>th</sup> ed. New York: Pearson.
- Reutzell, D. R. & Cooter, R.B., Jr. (2010). 4<sup>th</sup> 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. & Tuttle, A. (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, Kaltura Capture* (upload audio and video recordings)

### **Recommended Resources**

**TESOL PreK-12 English Language Proficiency Standards Framework**

[https://www.tesol.org/docs/books/bk\\_prek-12elpstandards\\_framework\\_318.pdf?sfvrsn=2](https://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2)

**ACTFL World Readiness Standards for Learning Languages**

<https://www.actfl.org/resources/world-readiness-standards-learning-languages>

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

**WIDA English Language Development Standards Framework** <https://wida.wisc.edu/teach/standards/eld>

## Course Performance Evaluation

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

### Assignments

<i>Assignment Description</i>	<i>Due Date</i>	<i>Percent of Grade</i>
<b>1. Discussion Board &amp; Quizzes</b>	<b>Weekly</b>	20%
<b>2. Language Proficiency Assessment Project</b>	<b>Wk 6: Feb. 28</b>	25%
<b>3. Data Analysis Module</b>	<b>Wk 11: Apr. 4</b>	25%
<b>4. Classroom-Based Assessment Project</b>	<b>Wk 16: May 10</b>	30%

### 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).
- **Quizzes and assignments** are due before the start of the following class session; upload to *ASSIGNMENTS* on Bbd.
- **Discussion Board** postings are due as indicated on the Course Schedule and on Bbd.

### Other Requirements

#### ***Attendance & Online Participation***

Students are expected to participate in all live online sessions and asynchronous discussions. Not participating in an online discussion module or missing a live class session will be reflected as an absence. **Students with more than two absences will not receive credit for the course.** In case of an emergency or situation that interferes with your participation, please notify the instructor by email as soon as possible.

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. Please plan to arrive to each class session on time and avoid repeated tardiness.



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

### ***Submission Requirements***

Written papers and PowerPoint slides will be submitted to Blackboard by the specified deadline. Only Word documents and PowerPoints (PDF files for scanned attachments) will be accepted for work generated by each candidate. No cell phone or other photo images of required documents will be accepted. Upload course requirements to be graded to Blackboard under Assessments (rather than send by email).

**Resubmission Policy:** 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\_022823 (*abbreviate the title*)

### **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 should be turned off or silenced (rather than on *Vibrate*) during live class sessions (unless they are being used for accessing the class session). Ask the instructor if you have an emergency request.

## **GUIDELINES FOR WORKING IN TEAMS**

Students 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.

### **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 may grant an incomplete with a contract 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.

## VIA PBA SUBMISSION REQUIREMENTS

### PERFORMANCE-BASED ASSESSMENT (PBA) SUBMISSION REQUIREMENT

Every candidate registered for any *Teaching Culturally, Linguistically Diverse & Exceptional Learners* course with a required performance-based assessment (PBA) is required to submit this assessment [the CBA Project], the Fieldwork Log of Hours, and Evaluation Form to VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN will convert to an F nine weeks into the following semester.

**Using VIA through Blackboard** - To learn how to login and upload your work using VIA in your Blackboard course, please watch this **video (New Window)** or review these **Powerpoint slides**. Please email **VIAhelp@gmu.edu** with any questions or concerns.

### 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 15 hours of 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 15 hours per course (e.g., two courses require 30 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 Forms must be uploaded to VIA on Blackboard.** These forms are located on Blackboard in your TCLDEL organization site in the **"Fieldwork"** page.

**NOTE: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom.**

**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."* Instructional assistants will select this same description.

**The deadline to submit your field experience request form (FERF) is the end of 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 request form (FERF) is the end of 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.

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

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 15 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.

## 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.

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/> found on this website <https://cehd.gmu.edu/students/>.

## Honor Code & Integrity of Work

**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. Copying from another student on Discussion Board;
3. 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);
4. 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/>

You may not “reuse” fieldwork hours. Each school placement must include 15 documented hours that are dedicated solely to applying the principles for each course that you are taking. While you may be at a single school site with one or more teachers, the 15 hours must be multiplied by the number of courses you are taking that require field hours.

## 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. *OPT* indicates optional readings.

Module & Date	Topics	Readings/ Assignments/Assessments
1 Jan. 24	<b>Course Overview</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Textbooks &amp; readings on Bbd</li> <li>• Required course projects</li> <li>• Traditional &amp; alternative assmt</li> <li>• <i>Overview of Lang. Proficiency Assmt Project</i></li> </ul>	<i>Forming LPA Teams</i> <i>Study Groups – Options</i> <b>Discussion Bd Activities - Intros</b>
2 Jan. 31	<b>Types of Assessments</b> <ul style="list-style-type: none"> <li>• Various types and purposes of assessment</li> <li>• Standards-based assessment</li> <li>• Formative &amp; summative assmt</li> <li>• Performance-based assessment</li> <li>• Ethics of teaching to the test</li> <li>• <i>Overview of Classroom-Based Assmt Project</i></li> </ul>	<i>Brown &amp; Abeywickrama (B &amp; A), Chs. 1 &amp; 4 (pp. 102 - 108)</i> <i>Readings &amp; video tutorials on Bbd</i> <i>Finalize LPA teams</i> <b>Discussion Bd Activities - BYOR</b> <i>OPT: Black &amp; Jones, Formative assmt &amp; MFL (6 p)</i>  <b>Reminder: Field Placement Registration Deadline</b>
3 Feb. 7	<b>Assessment Principles</b> <ul style="list-style-type: none"> <li>• Validity &amp; Reliability</li> <li>• Practicality, Authenticity, Washback</li> <li>• <i>Overview of Data Analysis Module</i></li> </ul>	<i>B &amp; A, Ch. 2</i> <i>Pierce - Definitions of Validity &amp; Reliability (5 p)</i> <b>Take Quiz #1: Assessment Principles</b>
4 Feb. 14	<b>Language Proficiency Assessment (LPA)</b> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Components</li> <li>• Reviewing tests</li> </ul>	<i>B &amp; A, pp. 124-126</i> <i>Pierce - Identification &amp; Placement (4 p)</i> <i>Liskin-Gasparro - ACTFL Prof. Guidelines &amp; OPI (7 p)</i> <i>OPT: Clifford - CRT Prof. Testing (10 p)</i> <b>Discussion Bd Activities - Assmt Principles &amp; Rubric Rev</b>
5 Feb. 21	<b>Language Proficiency Assessment (LPA) Pt 2</b> <ul style="list-style-type: none"> <li>• Identification &amp; placement</li> <li>• World language testing</li> <li>• Defining language constructs</li> </ul> <b>Instructor Feedback Survey #1</b>	<i>B &amp; A, pp. 11-12, 35 – 36 (Chs. 1 &amp; 2)</i> <i>Lopez - Key issues...initial identification ...ELLs (8 p)</i> <i>Home Language Surveys</i> <i>OPT: Purpura - Sec. &amp; FL Assmt (15 p)</i>
6 Feb. 28	<b>Due Today: Language Proficiency Assessment Project - Team Presentations</b>	
7 Mar. 7	<b>Assessing Language of Content Areas</b> <ul style="list-style-type: none"> <li>• Math, Lang. Arts, Science, Social St.</li> <li>• Four key uses of language</li> </ul>	<i>Gottlieb, Ch. 3 (30 p)</i> <i>Pappamihel &amp; Mihai (10 p)</i> <i>Scaffolding Self-Study on Bbd</i>

	<ul style="list-style-type: none"> <li>Vocabulary, grammar, syntax</li> <li>Scaffolding assessments</li> </ul>	<b>Discussion Bd Activities - CBA Planning Outline, Part 1</b> <i>OPT: Mihai, Ch. 4 (35 p)</i> <i>OPT: Stahl &amp; Bravo, Classroom Vocab Assmt (15 p)</i>
8 Mar. 14	<b>No Class – Spring Break</b>	Prepare CBA Planning Outline & Scoring Tools
9 Mar. 21	<b>Analyzing Assessment Results</b> <ul style="list-style-type: none"> <li>Analyzing and interpreting data</li> <li>Using data for making instructional decisions</li> </ul>	1) Holt - When & how to use formative assmt. (4 p) 2) Black & Wiliam - Inside the black box (10 p) Case Study #1 <b>Discussion Bd Activities - CBA Outline, Part 2</b>
10 Mar. 28	<b>Designing Scoring Rubrics</b> <ul style="list-style-type: none"> <li>Different types of rubrics</li> <li>Misconceptions about rubrics</li> <li>Language of rubrics</li> </ul> <b>Instructor Feedback Survey #2</b>	Brookhart, Chs. 1 -3 Case Study #2 <b>Discussion Bd Activities – CBA Rubric</b> <b>Submit CBA Outline &amp; Scoring Tools/Rubrics to Instructor for Formative Feedback</b>
11 Apr. 4	<b>Assessing Listening &amp; Speaking</b> <ul style="list-style-type: none"> <li>Different types of listening &amp; speaking assessment tasks</li> <li>Language functions</li> </ul>	(1) B & A, Chs. 6 & 7 (2) Isbell & Winke - ACTFL OPIc (9 p)  <b>Due today: Data Analysis Module</b>
12 Apr. 11	<b>Assessing Writing</b> <ul style="list-style-type: none"> <li>Writing progressions</li> <li>Different types of writing assmt. tasks</li> <li>Feedback, self-assessment, portfolios</li> </ul>	1) B & A, Ch. 9 & Ch. 12 (pp. 313 - 325) 2) Brookhart, Ch. 10 & Appendix B
13 Apr. 18	<b>Assessing Reading</b> <ul style="list-style-type: none"> <li>Different types of reading assmt. tasks</li> <li>Multiple-choice tests</li> <li>Informal reading inventories, cloze tests, short answer, summarizing, notetaking</li> </ul>	B & A, Ch. 3 (pp. 72-83) & Ch. 8 3 Types of Reading Comprehension Qs (4 p) Multiple-Choice Writing Practice
14 Apr. 25	<b>Accommodations &amp; Accessibility</b> <ul style="list-style-type: none"> <li>Standardized testing</li> <li>Classroom instruction</li> <li>Accommodations</li> <li>Accessibility modifications</li> </ul>	(1) Shafer Wilner - Accomms/ Access (8 p) (2) WIDA - Accessibility & accommodations, pages 3-16 (3) VA DOE Regs & Guidelines, pages 2 - 18 Case Study #3
15 May 2	<b>Finalizing the Classroom-Based Assessment (CBA) Project.</b> Test-taking strategies. <b>Instructor Feedback #3. Course Evaluation Forms.</b>	Materials on Bbd  <b>Quiz #2: Accommodations &amp; Accessibility</b>
16 May 9	<b>NO CLASS</b>	<b>Due May 10 – CBA Project</b>

*This schedule is a road map, but we may experience some detours and workarounds, so be sure to look for and read weekly Announcements posted on Blackboard and sent to you by email with updates on the due dates, weekly modules, a preview of the coming week, and plans for upcoming projects.*

**Note:** Faculty reserve 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/> ).
- 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.

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## **COURSE REQUIREMENTS**

### **1) DISCUSSION BOARD & QUIZZES**

Discussion Board (DB) will be an essential part of your learning in this online course. In weekly or biweekly Discussion Board postings, you'll join your online class community in building connections through individual feedback and collaboration. You'll be responsible for responding to the instructor's questions, as well as providing critical and constructive peer feedback, including follow up questions. In order for you to interact with all students in this course and with others having similar research interests, small groups may be assigned and rotated as your CBA plans become finalized. Since each of you will be sharing drafts of your rubrics and CBA project and waiting for feedback from others, it will be incumbent upon each of you to respond to each other by the deadlines stated on DB.

Your interactions with others should be honest and helpful, supportive without being unkind or personally offensive. You'll be given specific questions to respond to and a deadline by which to provide your feedback to others. You'll also complete assignments on DB based on assigned readings and receive formative feedback on your own work. Be sure to check for and respond to multiple questions or prompts on DB each week.

Separately from Discussion Board, you'll have the opportunity to review concepts presented in the readings by taking occasional quizzes. These quizzes will be scored for completion rather than assigned an individual grade. You can retake each quiz multiple times until you reach a minimum 80% accuracy rate or higher.

### **2) 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.

### **3) 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. This analysis entails using information on student progress to identify learning gaps and make instructional decisions for moving forward. Candidates will be provided with case studies 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.

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

Candidates will use their knowledge of assessment principles to create at least two assessments for students in a language learning setting. Candidates will identify a learning need of a group of ESL/FL students (using their own classroom or working in that of a cooperating teacher) and describe the grade and language proficiency levels and the content to be assessed. Candidates will generate two separate and distinct assessments (rather than combined into one), one language-based and one content-based assessment to evaluate a learning need identified jointly with the teacher. At least one of the assessments must be performance-based and the other a constructed response assessment. Candidates will provide scaffolding for the assessments appropriate to the language learners' age and language proficiency levels. With the increase in online learning, candidates are encouraged, but not required, to integrate technology into their assessments. Candidates will (a) describe and justify their assessment designs; (b) defend the validity and reliability of inferences made about students, (c) administer each assessment to at least two students, (d) suggest next steps needed in instruction to promote student learning, and (e) describe how each assessment task and scoring tool can be improved based on student results.

The instructor will allow submission of the CBA in two-part drafts – language and content assessments separately, and provide feedback for improving each part before they are administered to students and submitted for a grade. This process is called *formative feedback*.

The CBA Project is a program-required 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).

## EDCI 520 – Analytic Scoring Rubric for Classroom-Based Assessment Project - Spring 2023

Score Points	Does Not Meet	<i>Approaching</i>	Meets Standards	Exceeds Standards
Domain	1	2	3	4
<p><b>Design &amp; Administration</b></p> <p><i>(TESOL Standard 4b)</i> <i>(ACTFL Standards 4b &amp; 5a)</i></p>	<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 but these 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 and 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 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>
<p><b>Justification</b></p> <p><i>(TESOL Standard 4b)</i> <i>(ACTFL Standards 4b &amp; 5a)</i></p>	<p>Does not provide a rationale or justification for assessment tools and does not match tasks/tools to purpose.</p>	<p>Provides few details in rationale, little justification for adapting each assessment tool, 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 to defend choice of each assessment tool format and structure, making each appropriate to the target group and assessment purpose.</p>

<p><b>Scaffolding</b> <i>(TESOL Standard 4b)</i> <i>(ACTFL Standard 3b)</i></p>	<p>Uses little 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 provide scaffolding for 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>Validity &amp; Reliability</b> <i>(TESOL Standard 4a)</i> <i>(ACTFL Standard 5a)</i></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> <i>(TESOL Standard 4a)</i> <i>(ACTFL Standard 5b)</i></p>	<p>Analyzes results only briefly and with numerous inaccuracies. Fails to propose revisions to assessment tools.</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. May omit student samples.</p>	<p>Analyzes test results or effectiveness of implementation with some inaccuracies, incompletely, may need elaboration on points made, or proposes revisions that are unlikely to improve the assessment tools, and may have some inaccuracies in teaching implications. May omit student samples.</p>	<p>Accurately analyzes test results on each assessment tool, effectiveness of implementation, strengths and weaknesses of assessments, and proposes and justifies revisions and teaching implications that will improve the assessment tools and promote student learning. Includes samples of student work.</p>

## Feedback: