School of Education

EDUC 503.DL1 – CRN # 75276

EDUC 503.6A1 – CRN #83652

EDUC 503.DP1 – CRN #83311

Faculty

Assessment of and for Learning 3 Credits, Fall 2023

October 16, 2023 – December 8, 2023

Asynchronous, Online

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Prerequisites/Corequisites
None

University Catalog Course Description
Examines innovative approaches to K-12 classroom assessment. Examines 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.

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.

Course Overview
The principles introduced in this course are applicable to native speakers of English in general education classrooms. EDUC 503 introduces basic principles and current, innovative approaches to

assessment of all students including language learners in ESL and grade-level classrooms in grades K-12.

Course Delivery Method
This course will be delivered online 100% using 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 @gmu.edu) and email password. The course site will be available October 16, 2023 - Monday morning. Although the course is asynchronous, it is NOT self-paced. There are weekly assignments and due dates that must be met.

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 obtain a list of Blackboard's supported browsers and operating systems, see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- 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 will 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:
  Because asynchronous courses do not have a "fixed" meeting day, our modules **will start on a weekly basis where the week starts on <u>Mondays and finishes on Sundays</u>**. Please submit <u>initial posts</u> on Thursdays before midnight and give two <u>responses</u> to at least two colleagues by Saturdays before midnight; on Sundays you have a chance to respond to any given feedbacks.
- 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. Students 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 K-12 learners;*
2. *Critically review 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 informationfor planning instruction;*
5. *Draft a variety of assessment formats, from multiple-choice tests to performance-based assessments;*
6. *Add scaffolding to assessment and instruction for language and at-risk learners;*
7. *Demonstrate knowledge of accommodations, accessibility features, and administrative considerations for language learners and at-risk students taking state standardized tests;*

8. *Identify test-taking strategies for preparing students to take standardized tests and*
9. *Collaborate in small peer groups to critique and give feedback to improve assessment plans and instruction.*

Professional Standards

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

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

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

Badgett, J. L., & Christmann, E. (2009). Designing elementary instruction and assessment: Using the cognitive domain. Corwin Press.

Recommended Texts:

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

Resources Available on Blackboard
Additional Required Readings
Discussion Board
Collaborate Ultra – virtual office hours & team meetings
Kaltura Capture – upload audio and video recordings

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20).

Via Performance-Based Assessment Submission Requirements

NOTE: As this is not a licensure course, there is no required performance-based assessment that to be submitted into the central data. Students may submit instructor-designed Alternative Performance-Based Assessments via Blackboard Assignment links as per directions on Bb.

- **Assignments and/or Examinations**

Assignment Description	Goal	Standards Addressed	ISTE-T Standards	Percent of Grade	Due Date
Informed Participation	Candidates are expected to actively participate in every class session and online by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected. One full post of at least two well developed paragraphs and two or more responses to colleagues. Please practice using sources in your discussion board responses. This practice will serve you well in your written assignments.		1b, 2a, 2b, 2c, 3b, 3d,5c	35 percent	**Each week**
Standard-Based Assessment Design	Candidates will choose one standard, design matching objectives, choose a matching instructional activity, then choose the appropriate assessment that aligns with their chosen standard-objective-& instruction.	ISTE 2 INTASC 1, 6	2a, 2b, 2c,2d	20 percent	**November 12, 2023**

Data Analysis Module	Candidates will read case examples of assessment and achievement results. Based on course readings and discussions, they will need to make interventions decisions based on the data interpretations.	ISTE 3 INTASC 1, 6	3a, 3b, 3d	20 percent	**November 26, 2023**
Classroom-Based Assessment (PBA) & Field Experience	Candidates will use their knowledge of assessment principles to create at least two assessments for students in a language learning setting.	ISTE 2, 3 INTASC 1, 6	2a, 2b, 2c,2d	25 percent	**December 9, 2024**

Each course assignment is described below. Evaluation criteria for the two Performance-Based Assessments for Fall 2021 are also provided. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

Descriptions of Assignments
<mark>*Detailed description of each assignment and rubric can be found under course assignment-Blackboard course page*</mark>

1. Informed Class Participation (35%)-Ongoing

Informed class participation is evidenced by thoughtful, thorough completion of **all** activities in the Weekly Modules. Thus, candidates' discussion and other work should reflect deep learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge as an educator is important to your understandings, demonstrating the way that engagement with the course content expands your understanding as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their current or future teaching practice with culturally and linguistically diverse learners.

Note for Online Courses:

The main participatory activity is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other activities within a Weekly Module (e.g., a journal entry, Wiki, WordPress blog, etc.) are opportunities for candidates to demonstrate thorough engagement with and application of content each week.** Candidates are expected to complete an **initial Discussion Board post by Thursday before midnight and to respond briefly but thoughtfully to at least two peers' posts by Saturday before midnight.** Initial Discussion Board posts must be two **well-developed, carefully constructed, concise** paragraphs, written in professional language, that *synthesize* candidates' learning from the readings, videos, and other resources with *reflective insights and make application(s)* to current or future practice.

Candidates should **include thoughtful, open-ended questions** with initial posts to deepen dialog

with peers. **Responses to peers' posts should be at the robust paragraph level and aim to make further connections to and applications of key concepts from the week's content.** All online communications **must be thoughtful and respectful**. Please approach the Discussion Board interactions with the idea that we are communicating to expand our knowledge of current research and best practices for understanding the language and literacy development strengths and needs of bilingual/multilingual children. **Please review the class participation rubric on Blackboard.**

1. **Standards-Based Assessment Design (20%)-Due November 12, 2023.**

Candidate will choose a Standard in their content area and grade level and write three measurable lesson objectives that assess each standard utilizing Bloom's Taxonomy (see how to frame Objectives –module 3), then create an instructional activity that best match and achieve those objectives. Once this phase of planning is decided, candidates will include a pre-assessment plan and a formative assessment plan that align with the standards of choice and the created objectives and instructional activity. **This assignment will take you through the practice of the foundational understanding of how assessments are developed based on instructional planning and design.**

2. **Data Analysis Module (20%)-Due November 26, 2023**

Data analysis and knowing how 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 and will be asked to analyze and interpret assessment data to render a decision on what a teacher needs to do next in instruction based on the data. This is data-driven decision making and formative assessment.

3. **Classroom-Based Assessment (25%)-Due December 9, 2023**

In this project, you will use your knowledge of assessment principles to create, implement and evaluate at least two assessment instruments in a language learning classroom. For this project, you will identify an assessment need of an ESL/FL classroom (using your own classroom or working with a cooperating teacher) and discuss the level/age/grade/content you will be assessing. Candidates will select two separate and distinct assessments (not 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. 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 interpret and analyze data from these assessments, and (c) describe how each assessment task and scoring tool can be improved.

This is a **program required performance-based assessment (PBA). Your final paper (as a Word document should be uploaded to Blackboard** The guidelines for preparing the CBA Project and its scoring rubric are included in this syllabus and posted on Blackboard.

Guidelines for working on teams
Teachers who work together as a team need to carefully plan each team member's role in the project. Each of you should take a lead role, but you should not proceed without getting feedback from your team members and informing them of your progress, consulting them for ideas, and so on. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each.
Lead roles may include:
- Presenting assessment models and rubrics to the team for feedback;
- Identifying outside readings that can inform your project and sharing them with the team;
- Presenting ideas on how to address issues of validity and reliability;

- Drafting an outline of the team project; and
- Preparing the initial draft of a written report.

Grading
At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	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*	<70	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/

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/
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. 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. We have multiple writing assignments in this class. Because the act of composing a response in your own words actually increases your learning, it is important that you complete the task yourself, rather than rely on an artificial intelligence (AI) tool. Completing these writing assignments yourself will help strengthen your performance in this class on later assignments and activities, as well as help you

develop professionally and succeed in your career goals. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. If you do choose to experiment with AI text generation, you are expected to indicate your usage of it and give credit for text that has been generated by AI. Use of AI-generated text without proper attribution is a violation of academic integrity.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in

uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy

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

> **Incomplete (IN)**
> This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

COURSE SCHEDULE

Faculty reserve the right to alter the schedule as necessary, with notification to students.

Date	Topic	Readings & Assignments due

Week One
 	
10/16/2023 – 10/22/2023
	Welcome and introduction:
	
	• Introduction to course and instructor
	• Course framework
	
	MODULE 1: Connecting Instruction with Assessment- Backward design- KUD
	
	• Where is assessment in the cycle?
	
	  ❖ Where do assessment & instruction fit in the big picture of teaching & learning?
	  ❖ How do teachers plan instruction based on assessment information?
	
	• How does this process ensure: Validity, Reliability, Practicality, Authenticity, and Washback?
	• Principles: differentiation & scaffolding.
		• Watch introductory video
		
		Read:
		
		• Chapter 2 in Estes, T.H. & Mintz, S.L. (2016). *Instruction: A Models Approach, 7th edition.* Pearson. (Reading provided on Bb)
		• Brown & Abeywickrama Ch. 2
		
		Complete **all** assignments and activities in **Weekly Module-3 pts**
		
		• Post your introduction under Blackboard Discussion link (guidelines are included in discussion board link)- 2 pts

Week Two
 	
10/23/2023 – 10/29/2023
	MODULE 2: Categories & Types of Assessment
	
	• Assessments-Mapping
	
	  ❖ Pre-assessment
	  ❖ Summative
	  ❖ Formative
		Read:
		
		• Brown & Abeywickrama Ch. 3 & 10
		
		Complete **all** assignments and activities in **Weekly Module-5 pts**

Week Three 10/30/2023 – 11/5/2023	**MODULE 3**: Standards-Based Assessment • Test Bias and Ethical Issues: Test-Driven Learning and Teaching • Standardized Testing—Advantages/Disadvantages & procedures • Grading and Student Evaluation: Provide Student Feedback	**Read:** • Brown & Abeywickrama Ch. 4 & 5 • Know Thy Impact: John Hattie • Seven Reasons for Standards-Based Grading: Patricia L. Scriffiny Complete **all** assignments and activities in **Weekly Module-5 pts**
Week Four 11/6/2023 – 11/12/2023	**MODULE 4:** Alternative Assessment & the Use of Rubrics • Project/Performance-Based assessment • Portfolios • Rubric designs, checklists, & rating scales	**Read:** • Badgett & Christmann Ch.s 6 & 7 • Rubrics: https://carla.umn.edu/assessment/vac/improvement/p_4.html **Standard-Based Assessment is _due_ November 12, 2023** Complete **all** assignments and activities in **Weekly Module-5 pts**

Week Five 11/13/2023 – 11/19/2023	**MODULE 5:** Analyzing Assessment Results (Guiding Instruction)
	
	• Analyzing classroom data for planning instruction
	• Data Driven lesson planning
		Read:
		
		• Mainstream teachers analyzing data of:
		  1. General ed.: Article: Maria Kampen, 2019 https://www.prodigygame.com/main-en/blog/data-driven-instruction
		  2. ELLs Using WIDA-ACCESS descriptors (video available on Blackboard under this module content)
		
		Complete **all** assignments and activities in **Weekly**

		Module-5 pts
Week Six 11/20/2023 – 11/26/2023	**MODULE 6:** Assessment Design ❖ Designing assessment tasks in listening, speaking, reading, & writing ❖ Designing True & False, completion items, matching exercises, and multiple choice	**Read:** • Brown & Abeywickrama Ch. 7-10 (alternative video content is posted on Blackboard under module content) • Badgett & Christmann [on Bboard] 3, 4, & 5 Complete **all** assignments and activities in **Weekly Module-5 pts** ==Data Analysis Module is *due* November 26, 2023==
Week Seven 11/27/2-23 – 12/3/2023	**MODULE 7:** Diversity Issues A. Diagnostic assessment of learning disabilities & gifted & talented learners. ❖ What are the issues? ❖ Assessment bias in standardized tests of cognitive ability.	**Read:** • Preventing inappropriate referrals… (Garcia & Ortiz, 2004) • Vicki Adelson, Esther Geva, and Christie Fraser (2014). Identification, Assessment, and Instruction of English Language Learners with Learning Difficulties in the Elementary and Intermediate Grades: https://ctserc.org/documents/resources/ELLs-with-special-needs.pdf Complete **all** assignments and activities in **Weekly Module-5 pts** • Start drafting your final paper
FINAL 12/4/2023 – 12/9/2023	Take the last two days to work on and submit your final paper	==**Classroom-Based Assessment Paper**-final project is due on December 9, 2023 on Blackboard.==

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 Masonemail 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 withGeorge Mason University Disability Services. Approved accommodations will begin atthe 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 authorizedby the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to 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, 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 http://cehd.gmu.edu/.

Analytic Scoring Rubric for Data Analysis Module

Score Points Domain	Does Not Meet 1	*Approaching* *2*	Meets Standard 3	Exceeds Standard 4
Data Analysis	Analyzes data in only a cursory manner. Omits student strengths and weaknesses.	Analyzes data with major inaccuracies or partially. Omits some student strengths or weaknesses.	Analyzes data with few and minor inaccuracies. May omit some student strengths or weaknesses.	Accurately analyzes data provided, identifying students' strengths and weaknesses.
Interpretation	Interprets data provided with omissions and major inaccuracies.	Interprets data provided with omissions or major inaccuracies.	Interprets data provided with minor inaccuracies.	Accurately interprets data provided, avoiding over-interpretation.
Justification	Provides little justification for interpretation.	Provides general or vague reasons for interpretation, with major inaccuracies.	Provides specific reasons for interpretation, with minor inaccuracies.	Provides accurate and specific reasons for interpretation, effectively using triangulation to reach conclusions.
Implications	Identifies few and general directions for future instruction and does not base these on the data provided.	Identifies general directions for future instruction of both individuals and groups but with a lack of support from the data or incompletely.	Identifies directions for future instruction of both individuals and groups based on the data provided but with inaccuracies or omissions.	Accurately identifies specific directions for future instruction of both individuals and groups based on the data provided.

Accommodations & Accessibility	Identifies few accurate accommodations, accessibility features or administrative considerations for language learners or those with special needs.	Identifies state-approved accommodations, accessibility features, and administrative considerations for language learners and those with special needs with omissions or major inaccuracies.	Identifies state-approved accommodations, accessibility features, and administrative considerations for language learners and those with special needs but with few and minor inaccuracies.	Accurately identifies state-approved accommodations, accessibility features, and administrative considerations for language learners and those with special needs.

Analytic Scoring Rubric for Classroom-Based Assessment Project

Score Points / Domain	Does Not Meet 1	*Approaching* 2	Meets Standards 3	Exceeds Standards 4
Design & Administration	Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools. Uses language that is vague and subjective and does not differentiate one level from another.	Adapts and administers assessments based on either language or content objectives but 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.	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.	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. Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.
Justification	Does not provide a rationale or justification for assessment tools and does not match tasks/tools to purpose.	Provides few details in rationale, little justification for adapting each assessment tool, needs extensive elaboration and may not match assessments to purpose.	Provides an accurate defense for using some tools but not for others, does not match assessments to purpose, OR needs elaboration.	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.
Scaffolding	Uses little appropriate scaffolding.	Does not use a variety of scaffolding approaches and/or uses scaffolding that does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches, but does not provide scaffolding for some assessment tools, or scaffolding does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches for each assessment task and tool, and these match the language proficiency level of target students and enable them to show what they know.

Validity & Reliability	Does not discuss various types of validity and reliability for each assessment task and tool.	Addresses issues of validity or reliability with major inaccuracies or incompletely.	Addresses issues of validity or reliability with minor inaccuracies and/or omissions.	Accurately and thoroughly explains how design of each assessment tool ensures construct, content, and consequential validity and intra-rater reliability.
Analysis of Teaching Impact & Design	Analyzes results only briefly and with numerous inaccuracies. Fails to propose revisions to assessment tools.	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.	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.	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.

Analytic Scoring Rubric for Standards-Based Assessment Project

Score Points / Domain	Does Not Meet 1	*Approaching* *2*	Meets Standards 3	Exceeds Standards 4
Design & Administration	Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools. Uses language that is vague and subjective and does not differentiate one level from another.	Adapts and administers assessments based on either language or content objectives but 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.	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.	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. Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.
Justification	Does not provide a rationale or justification for assessment tools and does not match tasks/tools to purpose.	Provides few details in rationale, little justification for adapting each assessment tool, needs extensive elaboration and may not match assessments to purpose.	Provides an accurate defense for using some tools but not for others, does not match assessments to purpose, OR needs elaboration.	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.
Scaffolding	Uses little appropriate scaffolding.	Does not use a variety of scaffolding approaches and/or uses scaffolding that does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches, but does not provide scaffolding for some assessment tools, or scaffolding does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches for each assessment task and tool, and these match the language proficiency level of target students and enable them to show what they know.

Discussion Board – responses

SCORE	1	2	3	4
Participation	Does not respond to the minimum required number of postings and/or provides feedback that is not based on research or assigned readings. May be late in posting or provide an unclear response.	Responds to some assigned postings and provides feedback, but this may not be based on research or assigned readings. May be late in posting, include major inaccuracies, or provide a cursory response.	Posts required materials, responds to assigned postings, and provides feedback based on research and/or assigned readings. May be late in posting or include slight inaccuracies or need elaboration in response.	Posts required materials and responds to assigned postings by each deadline and provides a thorough and accurate response and critical feedback based on research and assigned readings.

Small group—Peer feedback

Score	1	2	3	4
Collaborate sessions	Does not respond with the proper materials for the session. May be late in joining the session, leaves early or doesn't provide any feedback.	Responds with some of the required materials and provides general feedback, but this may not be based on research or assigned readings. May be late in joining the session or leaves early.	Is prepared with the correct materials, accepts and provides helpful feedback. Joins the session on time and is a valuable member of the peer group.	Is prepared with many examples of the correct materials and acts as a leader in the small feedback group. Guides the conversation so that it is valuable for all. Joins on time and summarizes at the end.