EDCI 520 - Section 001
Assessment of Language Learners
FALL 2005
Tuesdays, 7:20 p.m. - 10 p.m.  Enterprise Hall, Room 274

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Office Hours  Tues., 5:30 – 6:30 p.m., Thurs., 7:30 – 8:15 p.m.
Alternate Saturdays, 3:30 – 4:15 p.m., and by appointment

URGENT/Same Day Messages  TEL: (703) 993-2050

NON-Urgent Messages  Email: lpierce@gmu.edu
                       FAX: (703) 993-3336

Course Prerequisites  Candidates admitted to the CISL, CIFL, and CIMM degree programs are required to have completed at least EDCI 516 and EDCI 519. If you are not in any of these programs, please let me know.

Course Description  This graduate course provides an introduction to basic principles and current and innovative approaches to classroom-based assessment of language learning students in ESL, bilingual education, foreign language, and grade-level classrooms in Grades PreK-12, Adult Education, and University programs. The principles introduced in this course are also applicable to native speakers of English in general education classrooms.

Among the topics addressed are: applying research on language acquisition and teaching to instruction and assessment; embedding assessment of oral language, reading, and writing in daily instruction to monitor student progress; setting assessment purpose; ensuring reliability and validity; scaffolding assessments in the content areas; designing and using portfolios; using assessment as feedback for learning; developing scoring rubrics and other performance-based assessments; engaging students in peer and self-assessment; improving grading practices; reviewing language proficiency tests; writing multiple-choice tests; using criterion-referenced vs. norm-referenced testing; and preparing students to take standardized tests.
Graduate students will have opportunities to both critically examine assessment tools used in current practice and to develop their own. **This course is required for both ESL and Foreign Language teacher licensure as well as for the endorsement of teachers who are already licensed. It meets or exceeds NCATE, TESOL and ACTFL Standards for Teacher Preparation in assessment.**

**Course Objectives***

*Teachers/graduate students completing EDCI 520 will be able to:*

1. **Link assessment to instruction** by designing a variety of assessments that are embedded within instructional activities;

2. **Critically examine and develop assessment procedures and tools** for (a) the four language skills (listening, speaking, reading, and writing) and (b) the content areas;

3. **Add scaffolding to assessment and instruction** for language learners and at-risk learners;

4. **State the importance of feedback for language learning and provide feedback** to students that promotes language learning;

5. **Draft clear and objective performance criteria** for language learning;

6. **Design a student assessment portfolio** and involve learners in self-assessment;

7. **Critically review language proficiency assessment measures** for validity, reliability, and cultural bias, and make recommendations for use with English and foreign language learning students (and native speakers of English);

8. **Prepare language learning students to take standardized tests** and high-stakes statewide assessments.

9. **Compare purposes, advantages, and limitations** of standardized achievement tests to those of alternative assessments and compare purposes, advantages, and limitations of standardized achievement tests to those of alternative assessments; and

10. **Define concepts and terminology** used in traditional assessment and evaluation and in innovative approaches to assessment.

*Students will be asked to use a personal computer for preparing course requirements and for engaging in dialogue with the instructor and classmates through email.*
Instructional approaches include: Whole class mini-lectures and demonstrations, workshops, small group and peer feedback sessions, field projects, videos, and homework assignments for applying principles discussed in texts and class. *Interacting in meaningful ways with other grad students/teachers during each class session is essential for success in this course.* Student reports and projects will be evaluated using performance-based, criterion-referenced scoring rubrics.

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GSE Syllabus Statements of Expectations/Behaviors/Attitudes

The Graduate School of Education (GSE) expects that all students abide by the following principles:

1. Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu for a listing of these dispositions.

2. Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

3. Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

4. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Inclement Weather/Emergency Policy

*In case of snow, hurricanes, other bad weather, or security emergencies, call 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.*
Course Requirements*

1. Scaffolding Project 30% Add scaffolding to assessment tools (due Week 5)
2. Field Project ** 35% Design & pilot-test an assessment tool; analyze current practice & make recommendations; administer & critique a standardized test (due Week 10)
3. Final Project** 35% Draft a new or revised assessment prototype (due Week 15)

* If you need access to students in a classroom setting to conduct your Field Project, you can either join a teacher in this class or see me to make arrangements no later than the third week of class.

**Either the Field Project or the Final Project can be conducted in teams of up to 3 class members.

DOCTORAL STUDENTS: PLEASE SEE ME FOR DOCTORAL LEVEL REQUIREMENTS.

Textbooks
All books have been ordered through the GMU Bookstore.

Required Texts


Additional Required Readings available either online or in class.

Recommended Texts (not Required)


### Class Schedule
Prepare to discuss the assigned readings during the week in which they appear.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics &amp; Assigned Readings</th>
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<tbody>
<tr>
<td><strong>DEMO: Portfolio Planning Workshop.</strong></td>
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<tr>
<td><strong>Readings</strong></td>
<td>O’M &amp; VP, Ch. 3; Hughes, Ch. 6</td>
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<tr>
<td>4 9/20</td>
<td>Assessment of oral language. Setting criteria. Steps to designing a scoring rubric. EXPLODING a scoring rubric. <strong>Assessment Toolbox Workshop.</strong></td>
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<td><em>Bring samples of oral language assessments to class for peer feedback.</em></td>
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<tr>
<td><strong>Readings</strong></td>
<td>O’M &amp; VP, Ch. 4; Hughes, Chs. 4-5 &amp; 12</td>
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<tr>
<td><strong>Readings</strong></td>
<td>Hughes, Ch. 10</td>
</tr>
<tr>
<td>6 10/4</td>
<td>Assessment of reading. What works in reading instruction. Implications for assessment. Matching purpose to task. Assessing reading strategies. <strong>Bring samples of reading assessments to class for peer feedback.</strong></td>
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<tr>
<td><strong>Readings</strong></td>
<td>O’M &amp; VP, Ch. 5; Hughes, Ch. 11</td>
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<td>Week</td>
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<td>10/11</td>
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**Readings O’M & VP, Ch. 5; Hughes, Chs. 14-15** | |
**Bring first draft of Field Project (sample assessment tools used) for Peer Feedback.**  
**Readings O’M & VP, Ch. 6; Hughes, Ch. 9** | |
**DUE Today: Field Project. Bring samples of writing assessments & various text structures to class for peer feedback.**  
**Readings O’M & VP, Ch. 6; Hughes, Ch. 13** | |
| 11   | 11/8  | Teaching students how to engage in reflection, SELF-ASSESSMENT, and PEER ASSESSMENT. Involving students in setting criteria. Swimming placement.  
Self-Assessment Workshop.  
**ASCD Video: Self- and Peer Assessment.**  
**Readings O’M & VP, Ch. 3** | |
**Bring samples of content area assessments for peer feedback.**  
**Readings O’M & VP, Chs. 7, 2 (pp. 29-31), Hughes, Chs. 7-8** | |
| 13   | 11/22 | Assessment of language learners and learning disabilities. What does appropriate assessment look like?  
**Readings Each student locates one professional journal article or book on this topic, brings it to class to discuss, and emails title and bibliographical citation to the class.** | |
**Due: First draft of Final Project for Peer Feedback.**  
**DUE Today: Final Projects. Course evaluations. Feedback Forms. Materials Release Forms.** | |