



**College of Education and Human Development  
George Mason University  
Course Syllabus**

**EDCI 520 – Assessment in Bilingual/ ESL Settings  
Fall Semester 2005  
Wednesdays 4:30 – 7:10 p.m.**

**Professor:** Juan Andres Otal, M. Ed., M.S. Ed, NBCT

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**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 ESOL, bilingual education, foreign language, and grade-level classrooms.** The general principles introduced in this course are also applicable to native speakers of English in general education classrooms. The course will address the TESOL standards for Teacher Education Programs. Among the topics addressed are: purposes of assessment, types of assessment, authentic forms of assessment, portfolios and rubrics, issues in the assessment of ELL, designing or adapting assessment tools for ELL, and assessment in the content areas for ELL. In addition the course will apply research on language acquisition and teaching to instruction and assessment; embedding assessment of oral language, reading and writing in instruction to monitor student progress; setting assessment purpose; ensuring reliability and validity; scaffolding assessments in the content areas; using assessments as feedback for learning; engaging students in peer and self-assessment; reviewing language proficiency tests; analyzing 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 ESOL endorsement of teachers who are already licensed and for the M.ED. component of licensure candidates.**

## **Course Delivery**

Course delivery will be accomplished in a variety of ways in order to meet the needs and styles of all learners. Methods of instruction will include:

- Presentations assisted by Power Point
- Whole group and small group discussions
- Cooperative learning groups
- Student presentations
- Field projects
- Video presentations
- Textbooks and Journal articles
- Blackboard

## **Course Objectives**

*Students completing EDCI 520 will be able to:*

Students completing EDCI 520 will be able to demonstrate:

1. understanding of the purposes of assessment as relates to ESOL learners ( TESOL Standard 4.a; INTASC Principles 3 and 8)
2. ability to distinguish between special needs and language difference in students and awareness of the bias that pervades many assessment tools (TESOL Standards 4.a and 2.a and 2.b; GSE Goal: Diversity; INTASC Principle 2)
3. understanding of validity and reliability as refers to assessment instruments (TESOL Standard 4.a; INTASC Principle 8)
4. knowledge of ESL standards for preK-12 students, TESOL, 1997 (TESOL Standards 4.b and 5.a.2; INTASC Principle 7)

5. understanding of criterion-referenced and norm-referenced assessments in ESOL (TESOL Standards 4.b and 4.c; INTASC Principle 8)
6. ability to design or adapt assessment tools and measures for ESOL learners. (TESOL Standards 4.b; INTASC Principle 8)
7. ability to critically review language proficiency assessment measures and make recommendations for use with English and foreign language learning students (TESOL Standard 4.a, 4.b, 5.a, 5.b; INTASC Principle 9; GSE Goal: Reflective Practice)
8. use of various assessment tools and measures to assess content area learning in ESOL learners in different stages of language development and acquisition. (TESOL Standard 3.b and 4.c; INTASC Principle 3)
9. understanding of self and peer-assessment techniques (TESOL standard 4.b, INTASC Principle 8)
10. familiarity with concepts and terminology used in traditional assessment and evaluation and in innovative approaches to assessment. (TESOL standard 4.a and c, INTASC Principles 8 and 9)

### **C. Relationship to Program Goals and Professional Organizations**

EDCI 520 addresses the following program goals and professional standards:

#### Grad School of Education Goals

##### **Diversity**

- Infuse diversity into the experience, training, and practice of students, faculty, and staff
- Provide support and mentoring of minority students, faculty, and staff
- Enhance recruitment and retention of minority students, faculty, and staff
- Ensure that diverse issues are reflected in curriculum and syllabi
- Ensure that diverse issues are reflected in GSE partnerships with schools,

- communities, and families
- **Reflective, Research-based Practice**
  - Encourage reflective and research-based practice for GSE faculty and for our students in their own practice
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**INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT  
CONSORTIUM  
(INTASC)**

STANDARDS - Principles ONLY

Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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## TESOL Standards

**Standard 1.b. Language acquisition and development.** Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

**Standard 2.a. Nature and Role of Culture.** Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

**Standard 2.b. Cultural Groups and Identity.** Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

### **Standard 3.b. Managing and Implementing Standards-Based ESL and Content**

**Instruction.** Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

**Standard 4.a. Issues of Assessment for ESL.** Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

**Standard 4.b. Language Proficiency Assessment.** Candidates know and use a variety of

standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

**Standard 4.c. Classroom-Based Assessment for ESL.** Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.

**Standard 5.b. Partnerships and Advocacy.** Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

**Standard 5.c. Professional Development and Collaboration.** Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

### **Textbooks**

All books have been ordered through the GMU bookstore.

### **Required**

O'Malley, J. Michael, L. Valdez Pierce. (1996). Authentic Assessment for English Language Learners: Practical Approaches for Teachers. New York: Addison Wesley

### **Optional/Recommended**

Hughes, Arthur (2003). Testing for Language Teachers. Cambridge University Press.

Stefanakis, E. (1998). Whose Judgment Counts? Assessing Bilingual Children, K-3

Rudner, L., W. Schafer (2002). What Teachers Need To Know About Assessment. National Education Association. Online version: <http://ericae.net/books/new>

Cline, T. (1996). Curriculum Related Assessment, Cummins and Bilingual Children (Bilingual Education and Bilingualism, No. 8). Multilingual Matters.

Hayman & Damico. (1991). Limiting Bias in the Assessment of Bilingual Students. Pro-Ed.

## Course Requirements

### 1. In-class Participation

20%

Students will be expected to actively participate in class by questioning, commenting and critically analyzing relevant issues and topics. Students will make a presentation and lead a discussion on a journal or research article.

### 2. Electronic Journal

10%

Students will post a **critical journal entry** on the blackboard website regarding one of the assigned readings or journal articles that demonstrate your understanding of issues of assessment that are presented. **Due by November 30, 2005.**

### 3. Reading Response Log

10%

Students will write short (1 page) responses to the readings from the required text. This may be done by hand or word processor. **Due last class.**

### 4. Field Project/Performance Based Assessment

30%

Students will design or refine a **language/literacy proficiency assessment measure**. Students will use the measure as an assessment tool and write a two to three page paper explaining the process and product. **Due December 7, 2005.**

**\*grade will be assigned upon completion of observation hours (see FAST TRAIN requirements)**

### 5. Final Project

30%

Take home final exam. Students will select two topics to address that show understanding of issues of assessment that are presented during the semester. Responses should be limited to two to three pages, double-spaced.

*\*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.*

## **Assessment Rubrics**

### **Class Participation**

<b>Rating</b>	<b>Demonstrated Competence</b>
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#### **Excellent (90-100)**

Consistently asks thoughtful, analytic questions or makes astute observations that indicate reflection and reading of assigned material. Participates very actively in small groups or class discussions. Attends class regularly and on time.

#### **Competent (80-89)**

Frequently asks questions or makes observations that indicate reflection and some reading of assigned material. Participates very actively in small groups or class discussions. May be tardy or absent two or three times.

#### **Minimal (70-79)**

Rarely asks questions or makes observations that indicate familiarity with the assigned readings. Does not participate actively in small groups or class discussions. Is tardy or absent more than three times.

#### **Unsatisfactory (69 or below)**

Does not ask questions or make any observations that indicate reading of assigned material. Does not participate in small groups and is frequently tardy or absent.

## Electronic Journal Rubric

	<b>Relevance</b>	<b>Summary</b>	<b>Critique</b>	<b>Due Date</b>
<b>Outstanding</b>  <b>90-100</b>	Relates personal reactions and/or raises relevant questions throughout response.	Summarizes article clearly, articulately and briefly.	Critique is expressed clearly and supported with reference(s).	Instructor receives journal before or on due date.
<b>Above Expectations</b>  <b>80-89</b>	Relates a few personal reactions and/or raises relevant questions to assessment in an ESL setting.	Summarizes article clearly and briefly.	Critique is expressed clearly and supported with a reference.	Instructor receives journal before or on due date.
<b>Meets Expectations</b>  <b>70-79</b>	May relate personal reactions and/or raises relevant questions to assessment in an ESL setting.	Summarizes article briefly with some coherence.	Critique is expressed clearly.	Instructor receives journal on due date.
<b>Minimal</b>  <b>69 or below</b>	Stretches to raise relevant questions and/or make a relevant personal reaction to Assessment in an ESL setting.	Summary is unclear and poorly written.	Critique is unclear.	Instructor receives journal after due date, but before December 2004.

## Field Project

The Field Project is a Classroom-Based Assessment Tool. It is a proposal for something that you plan to use with your students. You may adapt an authentic assessment through scaffolding or other means for ELL or you may create an assessment tool. The assessment may relate to a content area or to a specific language learning objective.

The Field Project will demonstrate each graduate student's ability to apply the required readings to a real life project. Each student will clearly provide support for developing the project through citations to assigned and outside readings. References to outside readings should directly address your topic and be limited to those from our course bibliography and recently published professional journals and books on assessment.

In this project, you should clearly and specifically make reference to the objective or outcome you wish to assess through means of this tool. The objective may be of two kinds:

related to the content area. In this case, you will adapt the assessment for a ELL.

related to a specific language learning objective. In this case, you will make clear which objective you are assessing, and at what level of language development.

Your Field Project should include:

Description and sample of assessment tool

Description of modifications and/or allowances made for ELL students

Description of objective or outcome to be assessed

Rationale (based on literature) of changes and adaptations made to assessment tool.

## Field Project - Scoring Rubric

Rating	Demonstrated Competence
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Excellent (90-100)	
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Excellent (90-100)	Project is complete and follows guidelines provided. Writing is clear and presents few mistakes. Demonstrates reflection and analytical reasoning. Supports analysis with appropriate references to bibliography. Shows application of knowledge to practical classroom situations.
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**Competent (80-89)**

Project may be lacking or incomplete in one or more areas. Writing presents some mistakes. Shows some reflection and uses a few citations to support analysis. Observations may be limited to theory and readings.

**Minimal (70-79)**

Does not respond to all areas, or does so incompletely. Writing shows some lack of clarity and/or many errors. Little reflection is presented, and analysis is not supported by readings. Observations and writing does not apply to ELL learners or applies minimally.

**Unsatisfactory (69 or below)**

Project does not conform to requirements. Writing is unclear or presents extensive errors. Reflection and analysis are not evident, or not supported by any reading. Does not apply to ELL learners.

**Course Schedule**

<b>Class</b>	<b>Date</b>	<b>Topics</b>	<b>Readings</b>
<b>1</b>	<b>08/31</b>	Overview of course objectives, texts, and requirements. Introductions. What is assessment? Different types of assessment. Limitations and strengths of traditional and performance-based assessments. Assessment survey. Fundamental concepts of assessments.	O'Malley and Pierce, Chapter 1; article provided by professor
<b>2</b>	<b>09/07</b>	General issues in assessment. Beginning of the school year and assessment. Article discussion by professor.	O'Malley and Pierce, Chapter 2; article provided by student #1
<b>3</b>	<b>09/14</b>	Validity vs. Reliability. Characteristics of authentic assessment and instruction. Assessing newly arrived students Article discussion led by student #1.	O'Malley and Pierce, Chapter 3; article provided by student #2
<b>4</b>	<b>09/21</b>	. Norm-referenced vs. criterion-referenced assessments. Article discussion led by student #2.	O'Malley and Pierce, Chapter 4; article provided by student #3
<b>5</b>	<b>09/28</b>	Authentic forms of assessment. Portfolio Assessment. Types of portfolios. Essential elements of portfolios. Managing portfolios. Using portfolio results for improving instruction. Article discussion led by student #3.	O'Malley and Pierce, Chapter 5; article provided by student #4

<b>6</b>	<b>10/05</b>	Assessment of oral language. Setting criteria. Developing rating scales and checklists. Steps to designing a scoring rubric. Setting standards/TESOL standards. Article discussion led by student #4.	<u>Toward Genuine Accountability</u> by Grant Wiggin; article provided by student #5
<b>7</b>	<b>10/12</b>	Assessment of reading. What works in reading instruction. Implications for assessment. Matching purpose to task. Assessing reading strategies. Developing reading rubrics, checklists. Article discussion led by student #5.	<u>Limiting Bias in the Assessment of Bilingual Students</u> , Hamayan & Damico; article provided by student #6
<b>8</b>	<b>10/19</b>	Assessment of reading (k-8). Performance-based activity. Distinguishing between language differences and special needs. Biases in the assessment of ELL. Cloze tests. Reciprocal teaching. Anecdotal records. Mid-term Feedback. Article discussion led by student #6..	O'Malley and Pierce, Chapter 6; article provided by student #7
<b>9</b>	<b>10/26</b>	Assessment of writing. Process writing. Validity and reliability in writing assessment. Developing rubrics and checklists. Article discussion led by student #7.	Article provided by teacher; article provided by student #8
<b>10</b>	<b>11/02</b>	Assessment of writing. Assessing writing strategies. Text structures. Using rubrics to score writing samples. Self and peer assessment. Involving students in setting criteria Article discussion led by student #8.	O'Malley and Pierce, chapter 7 (1 <sup>st</sup> half); article provided by student #9 and #10
<b>11</b>	<b>11/09</b>	Assessment in the content areas. Scaffolding, visible criteria, and differentiated scoring. Content area standards. Grading policies. Article discussion led by students #9 and #10.	O'Malley and Pierce, chapter 7 (2 <sup>nd</sup> half); article provided by student #11 and 12.
<b>12</b>	<b>11/16</b>	Assessment in the content areas. Integrating oral language, writing, and reading with content. Portfolio follow-up. Project-based learning and assessment. Article discussion led by students #11 and #12..	O'Malley and Pierce, chapter 8; article provided by student #13 and 14.
<b>13</b>	<b>11/30</b>	Writing multiple choice test items. Preparing students to take standardized tests. Ethics and accountability. Statewide testing programs and ELLs. NCLB and ELLs. Article discussion led by students #13 and #14.	Article provided by students 15 and 16.
<b>14</b>	<b>12/07</b>	TESOL standards for Prek-12 students. Where do we go from here? More assessment resources. General issues in assessment of ELLs. Article discussion led by students #15 and #16. End of course survey.	Prepare for final exam.
<b>15</b>	<b>12/14</b>	Final Exam.	

## **George Mason University Graduate School of Education Expectations**

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

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

Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.

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.

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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

Approved March 2004