

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



**Multilingual/Multicultural Education Program**

**EDCI 520 - Section 002  
Assessment of Language Learners  
Fall 2011  
CRN 72964  
Wednesdays 4:30-7:10PM  
Location: Innovation Hall, room 131**

**Instructor: Associate Professor Dr. Rachel Grant**  
*Ph.D., University of Maryland, Literacy Education*

**Mailing Address:** Graduate School of Education, CEHD, MSN 4B3  
George Mason University, Fairfax, VA 22030-4444

**Office Location:** Robinson Hall A, 3<sup>rd</sup> floor, Room 310

**Office Hours:** **Wednesday** 3:00-4:00PM and by appointment

**URGENT/Same Day Messages** TEL: (703) 993-4721 FAX: (703) 993-4370

**NON-Urgent Messages** Email: [rgrant4@gum.edu](mailto:rgrant4@gum.edu)  
or [rag022@aol.com](mailto:rag022@aol.com)

**Note:** *This syllabus reflects course development and planning for EDCI 520 by Dr. Lorraine Valdez Pierce. I am grateful for her leadership in the field of assessment.*

### Course Prerequisites

Candidates admitted to the ESL and FL Initial Teacher Licensure Programs and to the Multilingual/Multicultural Education M.Ed. degree programs are required to have completed all foundations courses in CISL, CIMM, or CIFL. If you have not yet completed the prerequisites or are not in any of these programs, please let me know.

### Catalog Description

Examines innovative approaches to assessing language minority students and English 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.

### 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, especially those who speak African American Vernacular English (AAVE) and other varieties of English*.

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; portfolios for ELL; using informal reading inventories; using assessment as feedback for learning (diagnostic teaching); developing evaluation rubrics and other performance-based assessments; engaging students in peer and self-assessment; improving grading practices; reviewing language proficiency tests; writing and critique of multiple-choice tests; using criterion-referenced vs. norm-referenced testing; and preparing students to take standardized tests; and assessment issues for special needs learners and gifted-talented learners.

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.**

**STANDARDS: The following TESOL/NCATE program standards are addressed in this course:**

Domain 4: Standard 4.a. Issues of Assessment for ESL, 4.b. Language Proficiency Assessment and 4.c. Classroom-Based Assessment in ESL

Domain 3: Standard 3.c. Using Resources Effectively in ESL and Content Instruction

Visit [www.tesol.org](http://www.tesol.org) for complete details on the standards.

This course is designed to help you develop knowledge of assessment and assessment design to assist students (levels 1-4) in oral language, reading, and writing and in

meeting English Standards of Learning for Virginia Public Schools and English Language Proficiency (LEP) Standards of Learning for Virginia Public Schools.

Visit <http://www.doe.virginia.gov/VDOE/Instruction/ESL/> for complete description of each standard. This website also includes a supplemental resource guide to the K-12 English Standards of Learning. This guide contains useful information about the following topics: informal assessment for LEP students, assessment accommodations for LEP students, LEP resources.

## Learner Outcomes

Candidates 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 language skills (listening, speaking, reading, viewing, and writing) and (b) the content areas;
3. **Add scaffolding to assessment and instruction** for language learners and learners placed at-risk for learning;
4. **State the importance of feedback for language learning and provide feedback** to students that promote language learning;
5. **Draft clear and objective learning domains, performance criteria, and levels of performance** for language learning;
6. **Discuss student assessment portfolios** and explore ways to 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;
10. **Define concepts and terminology** used in traditional assessment and evaluation and in innovative approaches to assessment.
11. **Critically address issues** of assessment for learners with special needs and those identified as gifted and talented.

\*Students will be asked to use a personal computer for preparing course requirements, for accessing Blackboard, and for contacting the instructor and classmates via email.

**Instructional approaches include:** Whole class mini-lectures and demonstrations, in-class workshops, small group and peer feedback sessions, Socratic discussion method, field projects, videos, journal articles, in-class discussion, and work assignments for applying principles discussed in texts. *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.

### **GSE Syllabus Statement of Expectations/Behaviors/Attitudes**

The Graduate School of Education (GSE) expects that *all students* 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, before the third class session. See [www.gmu.edu/student/drc](http://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](http://www.gmu.edu) for information on class cancellations and university closings.*

\*Any exceptions to the following guidelines for attendance, tardiness, and late assignments will only be made with pre-approval by the professor.

#### **Attendance: Missed Classes**

Due to the collaborative nature of the class sessions, the reflective nature of the course assignments, and the interrelated and cumulative sequence of activities, students are required to be present at each class. Each absence will result in a grade reduction. For example, one absence will lower a grade from an "A" to an "A-". The second absence will lower the grade from an "A" to a "B+". The third absence will lower the grade from a "B+" to a "C". More than three missed classes will result in a failing grade for the course.

#### **Tardiness:**

Students are expected to arrive on time. After two late arrivals (10 minutes) to class, each subsequent late arrival will result in a grade reduction. For

instance, a third late arrival will lower the grade from an "A" to an "A-". The fourth will lower the grade from an "A-" to a "B+"; and so forth.

#### **Late Assignments:**

If class must be missed, prior to the absence the student must contact the professor and submit any work that is due during your absence at the next class meeting. In case of an emergency, the professor must receive notice as soon as possible. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline.

#### **Collaboration:**

Collaboration is a cornerstone for this course. **Many of the class sessions utilize a workshop format. In advance you must locate materials, complete readings, and be prepared to discuss share instructional resources in class.** Careful record is maintained by the instructor of your attendance and participation in collaborative activities. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work.

#### **Course Delivery**

The course delivery will be accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include:

- *Presentations* (i.e., mini-lectures assisted by PowerPoint or other visuals);
- *Independent assignments;*
- *Self-study;*
- *Self-reflection and self-evaluation;*
- *Group discussion and group/individual presentation;*
- *Performance-based assessment;*
- *Peer feedback and critique*
- *Field activities;*
- *Small group discussions and activities; and*
- *Critique of media.*

#### **GRADING**

##### **Policy**

1. Students are expected to complete all readings assigned for each class and participate in class discussion to demonstrate your knowledge and understanding of the topics.
2. All assignments are due on the assigned date. Without pre-approval by the instructor, late assignments will receive a 20% penalty for **each** missed deadline. If an assignment is late, another deadline will immediately be given. All assignments are due by the last class. Without previous arrangement, **NO assignments will be accepted after the examination period.** No arrangements can be made to extend the course beyond the last class meeting except under extraordinary conditions.
3. Note that incomplete assignments will receive zero points.

4. Resubmission of an assignment is not a right. No resubmissions will be accepted without the pre-approval of the professor through conferencing. When a resubmission is granted the final grade for the assignment will be the average of the two scores, not the higher score. Before requesting permission to resubmit an assignment, students must show evidence of having read and reflected upon the professor's evaluation and feedback.

## ASSESSMENT AND EVALUTION OF WORK

### Assessment of Student Work

Each assignment for the course will be assessed using a scoring rubric and rating scale developed especially for that project. Evaluation tools will typically be performance-based, using an analytic scoring rubric or checklist with rating scale with a fixed range from 1-4. Total scores for each project may result in decimal values, as in 3.5 or 3.8 and will be indicated on each project. The rubrics include the following criteria: (1) connection of project or work to previous course work and assigned readings; (2) depth of analysis rather than just description of research and interpretation of data; (3) application to personal experiences and change process; and (4) coherence and clarity in writing and correct use of APA reference style. The checklist with rating scale will monitor and serve as a roadmap for your plans to implement instruction during the data collection process. Students will receive the assessments for each project before the project is due so that they know in advance how their work will be evaluated.

### Evaluation for Course Grade

Course grades will be calculated by multiplying the rating received for each project by its assigned weight on the syllabus and then tallying the subtotals for a total score. For example, if a student achieves a total score of 3.9 – 4.0 (on a 4.0 scale), he/she will receive an A. "A"s or "A minuses" will be assigned to final scores totaling 3.7 or above. *[Pluses (+) and minuses (-) are optional and may be assigned at the discretion of the instructor.]* Total course scores from 3.0 -3.69 will be assigned a "B" or "B plus" and scores at 2.9 or below will receive a C.

This grading policy is based on past experience using scoring rubrics to assign course grades. Each course instructor develops his/her own grading system. GMU has no official grading policy, although it does assign numerical values to grades received in this course. However, these numerical values are in no way comparable to the scores assigned to projects using the scoring rubrics in this course.

### Interpreting Your Grades

The mark of **A** denotes substantial performance and/or excellent mastery of the subject through work that reflects effort beyond basic requirements. **This means work that does not require revision.** It denotes outstanding scholarship; and represents internalization and the creative use of the principles underlying theory, research, and pedagogy.

The mark of **B** denotes satisfactory mastery of the basic elements of the subject through work that addresses all of the requirements. It reflects an understanding of and the ability to apply principles underlying instruction.

The mark of **C** denotes unacceptable attempt to master the subject through work that addresses the basic requirements.

The mark of **D** denotes failed understanding and mastery of basic

elements of the subject. It denotes unsatisfactory performance.  
The mark of **F** denotes failed understanding and mastery of basic  
elements of the subject. It denotes unsatisfactory performance.

**Note:** GSE students are advised that, although a B- is a satisfactory grade for a course, students must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Final performance will be evaluated using letter grades.

#### HELPFUL REMINDERS FOR ALL ASSIGNMENTS:

- Refer to assigned course readings in your paper to justify the points made. Refer to outside readings to demonstrate how you exceeded expectations. Your syllabus contains many resources, use them.
- Discuss how you addressed the validity and reliability of your assessment tools.
- List only references cited in your narrative on the last page of your paper.
- Provide translations of all foreign language handouts and assessment tools to English.
- Proofread your paper carefully for stylistic and formatting errors.
- Part of Graduate Studies is making time for RESEARCH OUTSIDE OF CLASS, and *this includes reviewing previous projects*, scheduling time to meet with me during my office hours for this course or by appointment, and searching the INTERNET and library for articles.

### **\*\*Course Assignments & Requirements\*\***

- |  |  |
|--|--|
| 1. Language Assessment<br>Critique ( <i>Option A or B</i> )  | 25% Paper or Poster<br>Session<br>(group or individual)  |
| 2. Socratic Seminar on<br>Assessment and ELL w/ Special Needs<br>(Learning Disabilities<br>and Giftedness) | 15% Dialogue Team<br>(group)   |
| 3. Presentation on Assessment  | 10% individual   |
| 4. Classroom-Based Assessment  | 50% Develop Performance-<br>Based Assessments (individual)<br><br>-CBA Project Action Plan- due week 4<br>-Scaffolding self-study- due see<br>schedule<br>-Pre-test drafts- due week 6<br>-Feedback from classroom teacher- due<br>week 5<br>-Observations and field notes- due w/ |

final report  
-Evaluation Tools- due week 8  
-Post-test drafts-due week 10  
-CBA project Final Report- see schedule

All assignments must be submitted via electronic file before class on the date it is due.

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

*\*\*Option A or Option B for the Language Proficiency Assessment Project may be conducted in teams of up to 3 class members. **Both of these projects are required for NCATE TESOL & ACTFL Accreditation.***

**DOCTORAL STUDENTS: PLEASE SEE ME FOR DOCTORAL LEVEL REQUIREMENTS.**

## Textbooks

All required books have been ordered through the GMU Bookstore.

### Required Texts

Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

Hughes, A. (2003). *Testing for language teachers*. 2<sup>nd</sup> Ed. Cambridge, UK: Cambridge University Press.

Basterra, M.R., Trumbull, E., & Solano-Flores, G. (Eds.) (2011). *Cultural validity in assessment: Addressing linguistic and cultural diversity*. NY: Routledge.

### Recommended Texts (Not Required)

Abedi, J. (2007). *English language proficiency assessment in the nation: Current status and future practice*. CA: University of California Press.

Arter, J. & McTighe, J. (2001). *Scoring rubrics in the classroom*. Thousand Oaks, CA: Corwin Press.

Blaz, D. (2001). *Collection of performance tasks and rubrics: Foreign languages*. Larchmont, NY: Eye on Education.

Brantley, D.K. (2007). *Instructional assessment of English language learners in the k-8 classroom*. Boston: Pearson.

Calkins, L., Montgomery, K. & Santman, D. (1998). *A teacher's guide to standardized reading tests*. Portsmouth, NH: Heinemann.

Guskey, T. R. & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA: Corwin Press.

Leslie, M. L. & Caldwell, J. (2005) (7<sup>th</sup> Ed.). *Qualitative reading inventory-4*. New York: Longman.

*Publication Manual for the American Educational Research Association (2001)* (5<sup>th</sup> edition) Washington, DC: American Psychological Association.

Shermis, M.D. & DiVesta, F.J. (2011). *Classroom assessment in action*. Lanham, MD:



Rowan & Littlefield.

**Additional Required Readings** soon to be available through electronic reserve.  
Password: **educate**

Andrade, H.L., Du, Y., Wang, X. (2008). Putting rubrics to the test: The effects of a model, criteria generation, and rubric-referenced self-assessment on elementary school students' writing. *Educational Measurement: Issues and Practice*, 27, 3-13.

Coniam, D. & Falvey, P. (2007). High-stakes testing and assessment: English language teacher benchmarking. In J. Cummins and C. Davison (Eds.), *International handbook of English language teaching* (pp. 457-471). NY: Springer.

Davison, C. (2007). Different definitions of language and language learning. In J. Cummins and C. Davison (Eds.), *International handbook of English language teaching* (pp. 532-548). NY: Springer.

Ellis, R. (2008). Investigating grammatical difficulty in second language learning: implications for second language acquisition research and language testing. *International Journal of Applied Linguistics*, 18, 4-22.

Gee, J.P. (2006). Reflections on assessment from a sociocultural-situated perspective. In P. Moss (Ed.), *Evidence and decision-making: yearbook of the national society for the study of education*, vol. 106(1), (pp. 362-375). London, UK: Blackwell.

Hamp-Lyons, L. (2007). The impact of testing practices on teaching: ideologies and alternatives. In J. Cummins and C Davison (Eds.), *International handbook of English language teaching* (pp. 487-504). NY: Springer.

Kame'enui, E.J., Fuchs, L., Francis, D.J., Good, R., O'Connor, R.E., Simmons, D.C., Tindal, G., & Torgesen, J.K. (2006). The adequacy of tools for assessing reading competence: a framework and review, *Educational Researcher*, 35, 3-11.

Lu, Ying & Sireci, S. (2007). Validity issues in test speededness. *Educational Measurement: Issues and Practice*, 26, 29-37.

Kopriva, R.J. (2007). Do proper accommodation assignments make a difference? Examining the impact of improved decision making on scores for English language learners. *Educational Measurement: Issues and Practice*, 26, 11-20.

McNamara, T. & Shohamy, E. (2008). Language tests and human rights. *International Journal of Applied Linguistics*, 18, 89-95.

Moss, P.A., Girard, B.J., & Haniford, L.C. (2006). Validity in educational assessment. *Review of Research in Education*, 30, 109-163.

Parkes, J. (2007). Reliability as argument. *Educational Measurement: Issues and*

*Practice*, 26, 2-10.

Rea-Dickins, P. (2007). Classroom-based assessment: possibilities and pitfalls. In J. Cummins and C Davison (Eds.), *International handbook of English language teaching* (pp. 505-520). NY: Springer.

Shohamy, E. (2007). The power of language tests: The power of the English language and the role of ELT. In J. Cummins and C Davison (Eds.), *International handbook of English language teaching* (pp. 521-531). NY: Springer.

Solano-Flores, G. (2008). Who is given tests in what language by whom, when, and where? The need for probabilistic views of language in the testing of English language learners. *Educational Researcher*, 37, 189-199.

Soloranzo, R.W. (2008). High stakes testing: Issues, implications, and remedies for English language learners. *Review of Educational Research*, 78, 260-329.

### **Additional Reading of Interest on Assessment**

Brown, J.D. & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, 32(4), 653-675.

Gray, T., & Fleischman, S. (2004). Successful strategies for English language learners. *Educational Leadership*, 62(4), 84-85.

Hudelson, S. (1999). Evaluating reading, valuing the reader. In E. Franklin (Ed.), *Reading and writing in more than one language: lessons for teachers* (pp. 81-94). Alexandria, VA: TESOL.

There are now credible websites sponsored by TESOL, Center for Applied Linguistics (CAL), and U.S. Department of Education that address issues related to assessment and learning for English learners. Take time to visit them.

### **Websites on Socratic Discussion methods**

[http://www.angelicum.net/html/what\\_is\\_the\\_socratic\\_method\\_.html](http://www.angelicum.net/html/what_is_the_socratic_method_.html)

[http://www.studyguide.org/socratic\\_seminar.htm#Background](http://www.studyguide.org/socratic_seminar.htm#Background)

### TENTATIVE CLASS SCHEDULE

\*Prepare to discuss assigned readings during the week in which they appear.

Session	Topics, Activities & Assignments
1  8/31/11	<p><b>Course Introduction: Objectives and Requirements</b></p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>-Pretest</li> <li>-Defining classroom based assessment</li> <li>-Role and Power of assessment</li> </ul> <p><b>Readings:</b> Gottlieb (p.ix-x) ch. 1; Hughes ch.1</p> <p><b>Workshop:</b> Organizing for discussion presentations</p>
2  9/7/11	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>-Assessment and educational equity for ELL</li> <li>-What is cultural validity in assessment?</li> <li>-Teaching and testing</li> <li>-Backwash</li> <li>-Purposes for assessment</li> <li>-Types of measures for assessing ELL</li> <li>-Overview Language assessment critique</li> </ul> <p><b>Readings:</b> Gottlieb ch. 1; Hughes ch. 2-3; Hamp-Lyons;</p> <p><b>Discussion:</b> Gee; Basterra et al ch. 1</p> <p><b>Workshop:</b> Organizing for Language Assessment Critique</p> <p><b>Next Class:</b> bring samples of oral language assessments</p> <p>*Assign Socratic Seminar Groups on LD and GT</p> <p><b>Materials Release Forms.</b></p>
3  9/14/11	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>-Assessing oral language</li> <li>-Social language proficiency and academic language proficiency</li> <li>-Evaluating language proficiency tests</li> <li>-Structured interviews</li> </ul>

	<p><b>Readings:</b> <i>Gottlieb ch. 3; Hughes ch. 10; McNamara &amp; Shohamy</i></p> <p><b>Discussion:</b> <i>Shohamy; Davison; Basterra et al ch. 2</i></p> <p><b>Workshop:</b> <i>Language Assessment Critique</i></p>
<p>4          9/21/11</p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>-Standards and Assessment</li> <li>-High-stakes testing</li> <li>-Reliability in assessment             <ul style="list-style-type: none"> <li>&gt;What does reliable assessment look like?</li> </ul> </li> <li>-Linking assessment and instruction</li> <li>-Assessments (limitations and strengths)</li> </ul> <p><b>Readings:</b> Hughes ch. 5; Gottlieb ch. 2 &amp; 7; Parkes</p> <p><b>Discussion:</b> Basterra et al ch. 5; Coniam &amp; Falvey; Soloranzo</p> <p><b>Workshop:</b> Language Assessment Critique</p> <p><b>Due Today: CBA Project Action Plan Draft</b></p> <p><b>For next class: Organizing for the Socratic Discussion on LD &amp; GT</b>          Once assigned to the Socratic Seminar group each student will locate at least two journal articles and/or book chapters on LD or GT English language learners. Be sure to email title, abstract and reference information to the instructor and your group members.</p>
<p>5          9/28/11</p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>-Assessment of language and literacy</li> <li>-Validity in assessment             <ul style="list-style-type: none"> <li>&gt;Linking assessment and instruction</li> </ul> </li> <li>-Using an Assessment Planning Template</li> <li>-Authenticity of performance tasks</li> <li>-Scaffolding assessment</li> <li>-Scaffolding Self-study I</li> </ul> <p><b>Readings:</b> Hughes ch. 4; Gottlieb ch. 7 &amp; 8; Lu &amp; Sireci;</p> <p><b>Discussion:</b> Solano-Flores; Basterra et al .ch. 7</p> <p><b>Workshop:</b> Socratic Discussion</p> <p><b>DUE Today: CBA project Teacher feedback</b></p>
<p>6</p>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>-Assessment techniques</li> </ul>

<p>10/5/11</p>	<p>&gt;Designing a valid &amp; reliable evaluation tools (scoring rubric, checklist and rating scales) -Testing, Assessment, &amp; Evaluation -Scaffolding (part 2)</p> <p><b>Readings:</b> Hughes ch. 8; Gottlieb ch. 5 &amp; 6; Moss et al</p> <p><b>Discussion:</b> Andrade et al; Rea-Dickins; Basterra et al ch. 4</p> <p><b>Workshop:</b> Socratic Discussion</p> <p><b>Due Today: CBA project Pre-Test Assessment Drafts</b></p>
<p>7 10/12/11</p>	<p><b>Topics:</b> -Organizing Socratic Discussion -Socratic Discussions on assessing ELLs with special needs (learning disabilities and those who are gifted and talented) &gt;Who are the GT and LD English language learners? How can we conduct valid and reliable assessment of these learners? What are issues in assessing ELL with learning disabilities and those who are gifted and talented? -Scaffolding Self-Study 2</p> <p><b>DUE Today: Language Proficiency Critique (Option A and B)</b></p>
<p>8 10/19/11</p>	<p><b>Topics:</b> -Assessing literacy for ELL &gt;Effective assessment techniques (DRA, QRI, etc.) &gt;Assessing reading strategies &gt;Connecting literacy assessment to instruction</p> <p><b>Readings:</b> Gottlieb ch. 3 &amp; 4; Hughes, ch. 11 &amp; 12</p> <p><b>Discussion:</b> Hudelson; Kame'enui et al; Basterra et al ch. 9</p> <p><b>DUE Today : CBA Project Evaluation Tools</b> (rubrics &amp; checklist w/ rating scales)</p>
<p>9 10/26/11</p>	<p><b>Topics:</b> -Standards and large-scale assessment -Assessing language and content areas &gt;Content area standards &gt;Developing valid and reliable content area assessments &gt;Common testing techniques -Assessing Mathematics</p> <p><b>Readings:</b> Gottlieb ch. 2 &amp; 7; Hughes ch. 6 &amp; 14</p> <p><b>Discussion:</b> Kopriva; Basterra et al ch. 10</p>

	<p><b>Workshop:</b> Scaffolding Project. Bring draft of Scaffolding Project for Peer Feedback</p> <p><b>DUE Today: Participation in Socratic Discussion on LD and GT</b></p>
<p>10 11/2/11</p>	<p><b>Topics:</b>          -Assessing writing              &gt;Addressing State Standards              &gt;From sentence to essay              &gt;Utilizing Text structures              &gt;Testing grammar &amp; vocabulary          -Assessing Science          -Exploding Data</p> <p><b>Readings:</b> Hughes ch. 9; 13; Ellis</p> <p><b>Discussion:</b> Basterra et al ch. 11</p> <p><b>Workshop:</b> Classroom-Based Assessment Project (Final assignment)</p> <p>For Next Class: <i>*Bring samples of content area assessments.</i></p> <p><b>Due Today: CBA project posttest drafts</b></p>
<p>11 11/9/11</p>	<p><b>Topics:</b>          -Revisiting rubrics and evaluation tools              &gt;domains, criteria, &amp; levels of performance              &gt;communicating and understanding performance          -Testing, Assessment &amp; Evaluation          -Grading and ELLs          -Exploding data              &gt;Grading policies. Converting rubrics into grades.</p> <p><b>Readings:</b> Gottlieb ch. 9</p> <p><b>Workshop:</b> Classroom-based Assessment Project</p>
<p>12 11/16/11</p>	<p><b>Topics:</b>          -Self-assessment and peer assessment              &gt;Involving students in self-reflection &amp; goal setting          -Using assessment to guide instruction</p> <p><b>Readings:</b> Gottlieb ch. 7</p> <p><b>Workshop:</b> Classroom-based Assessment Project</p>
<p>13 11/30/11</p>	<p><b>Topics:</b>          -Portfolio Assessment              &gt;Types and essential elements of portfolios              &gt;Assessing portfolios &amp; Using results for improving instruction</p>

	<b>Workshop:</b> Sharing Classroom-based Assessment Project
14 12/1/11	<b>Topics:</b> Sharing Classroom-based Assessment Project  <b>Course evaluations</b>
15 12/8/11	<b>DUE Today: Classroom-Based Assessment Project.</b>

## COURSES ACTIVITIES and ASSIGNMENTS

\*All electronic submissions must a MS Word document\*

### I. Language Assessment Critique

**Purpose:** To demonstrate your understanding of assessments and issues related to the language proficiency of English language or foreign language learning students using either norm-referenced or criterion-referenced assessments.

**Process:** You will critique a state- or locally-mandated or recommended assessment. If possible use assessments currently required by your own or another local school system. The focus should be language assessment but there may be other components of the assessment included. You may use assessments of reading, oral, or written language.

**Time Frame:** Conduct all projects for this course during the semester in which you take the course (*not from previous semesters or years*). This will ensure your understanding of principles presented in this course.

**ALL FORIEGN LANGUAGE MATERIALS WILL BE PRESENTED WITH APPROPRIATE EXAMPLES FROM THE FOREIGN LANGUAGE TRANSLATED INTO ENGLISH.**

#### Procedures

Locate a state- or locally-mandated language proficiency assessment designed for one or more language learners (for example, Foreign Language teachers in Fairfax Co. use the PALS Test, ESOL teachers in Prince Wm. Co. use the IPT, and all districts use WIDA ). If the assessment process has several components, provide an overview of all components and then provide an in-depth critique of at least one of these components. Assessments must be standardized and criterion-referenced or norm-referenced. You will analyze the usefulness of the results for making program placement decisions, as well as make recommendations for improving the assessment measure itself, possibly by using additional measures of language proficiency. Analyze the validity and reliability of the assessment based on research and the assigned class readings for this course. Make recommendations for addressing the limitations of each assessment, including eliminating threats to validity and reliability. Don't just rely on what the developer or publisher has to say. Be sure to comment on "What needs to be added, removed, or improved to make the measure more valid and reliable?" "What

might help it address the needs of ELL or foreign language learners?"

### **OPTION A (may be completed as Group or Individual)**

#### **Preparing the Written Report (individual or group)**

- Don't forget the cover page
- Use the headings as indicated to organize in your report.

#### ***Organize your report to include the following information:***

- 1. Introduction.** Name the assessment measures used and clearly identify the number and categories of components for each measure, including number of items for each component (e.g., oral language: interview, picture-cued description).
- 2. Target Population.** With whom are the assessment measures used? (e.g., ESL, foreign language, 3<sup>rd</sup> grade ESOL, etc.)?
- 3. Analysis.** Address the same categories as those covered under the Special Needs Assessment Critique. In addition, address the following areas:
  - a. Validity – assessment of all 4 language skills (listening, speaking, reading, writing)
  - b. Reliability – accuracy of scoring
  - c. Psychological and/ or Emotional Effects (affects of formal testing situations, multiple-choice test formats, response formats, timing effects)
  - d. Format – multiple-choice, performance-based, or other
  - e. Scaffolding – What type of scaffolding is presented? Is it enough?
  - f. Practicality – time/days needed to administer; cost
  - g. Scoring Procedures – reliable, teacher training provided, or objective
  - h. Usefulness for making placement decisions
  - i. Recommendations for addressing limitations of the assessment process and tool
- 4. Conclusion.** Include a conclusion that synthesizes the points made in your paper (issues identified and addressed). In closing, add some comments on what you have learned by doing this project.
- 5. Use citations and references.** Provide in-text citations and references to the readings for the course throughout your project (beginning on Page 1 of your report) to support your analysis. References to readings assigned for other courses should be limited – this course aims to determine if you are connecting what you have read **IN THIS COURSE** with your course projects. However, do *Challenge yourself by citing additional outside readings that specifically address assessment for language learners*. See Style Sheet for other helpful ideas on preparing the written report. Consult the current edition of the American Psychological Association (APA) style manual when preparing written reports for this course.

#### **Guidelines**

1. Put your name on the cover sheet only, please, not on every page. This helps maintain anonymity and subsequent fairness in the rating process.



2. Limit the main body of your report to 12 pages. Add additional pages with sample assessment tools, samples of student work, and your references
3. I will post to Blackboard TWO sample projects for option A.
4. Samples for option b will be available in class.

**If you chose Option A, \*Please send the report electronically.**

### **OPTION B (Group or Individual)**

#### **PROFESSIONAL POSTER PRESENTATION**

There are three major differences between Options A and B

- For Option B you will present information about the assessment on a tri-folding presentation board. This requires you to understand, condense and then, visually represent critical elements of the assessment in an accurate, visually appealing manner.
- Also, you will need to prepare a ONE-PAGE (may be two-sided) handout as a summary for the assessment measurement. Think of this as an information overview sheet for the assessment measure. Use the guidelines for the written report in Option A to identify information to include on the one-page summary. Please prepare enough copies to share with the class.
- You should be prepared to answer any questions “on the spot” about your assessment measure. Remember the poster session format is widely used at professional conferences. It is a highly effective way to present information to a large number of individuals in a short period of time. Yes, references are expected. In addition to becoming familiar with a language proficiency assessment, Option B provides you with excellent practice in presenting before an audience of your peers at workshops and professional conferences.

***Organize your presentation board to include the following information:***

**1. Introduction.** Name the assessment measures used and clearly identify the number and categories of components for each measure, including number of items for each component (e.g., oral language: interview, picture-cued description).

**2. Target Population.** With whom are the assessment measures used? (e.g., ESL, foreign language, 3<sup>rd</sup> grade)?

#### **3. Analysis**

Address the same categories as those covered under the Special Needs Assessment Critique. In addition, address the following areas:

- a. Validity – assessment of all 4 language skills (listening, speaking, reading, writing)
- b. Reliability – accuracy of scoring
- c. Psychological/Emotional Effects  
(affects of formal testing situations, multiple-choice test formats, response formats, timed tests)
- d. Format – multiple-choice, performance-based, or other
- e. Scaffolding – What type of scaffolding is presented? Is it enough?

- f. Practicality – single or multiple days needed
- g. Scoring Procedures – reliable, teacher training provided, or objective
- h. Usefulness for making placement decisions
- i. Recommendations for addressing limitations of the assessment process and tool

*If you use these as headings in your poster, visitors to your poster will quickly and easily identify the most salient points about the assessment measure. In addition, this will facilitate my rating of this assignment.*

**4. Conclusion.** Include a conclusion that synthesizes the points made in your paper (issues identified and addressed). Add some comments on what you have learned by doing this project. During the presentation of the poster, be sure to address this area.

**5. References.** For Option B, it is understood that your citations and references may be limited in number but should still be included. Provide citations to the assigned readings, where feasible. *Challenge yourself by citing additional outside readings that specifically address your assessment topic.* See the Style Sheet for guidelines on how and when to cite references and other resources.

### **Guidelines for Poster Session**

1. List the names of group members on a neatly typed label. Attach this to the back side of the poster.
2. Turn in a copy of the one-page assessment summary. Include a cover sheet for the copy you turn in to the instructor.
3. You may turn in up to 5 additional pages with sample assessment tools, samples of student work, and your references with the one-page summary.
4. See our Style Sheet for details on APA citation format and writing style.
5. **Be sure to protect your poster** so that it will not be damaged in transport. Remember, it is a long distance to and from the parking lot.
6. I have model projects in my office available for your viewing.
7. Your Language Proficiency Assessment Project is

***\*Please send the one-page summary and cover page for this project to the instructor by email and provide a hard copy during your poster session.***

**DUE: Week 6**

## **II. Classroom-based Assessment Project & Field Experience**

### **Purpose**

To demonstrate your understanding of the various issues of language assessment (e.g., cultural and linguistic bias, political, social, and psychological factors, as well as ability); the importance of standards; the differences between language proficiency and other types of assessment (i.e., overall achievement and/or specific subject matter achievement); and how to apply principles of scaffolding (reducing linguistic demand) in classroom-based assessment practices to ensure validity and reliability in assessment of English learners' at all levels of ability and language proficiency.

### **Tasks**

To develop pre-test and post-test versions for **four** standards-based assessments in the following categories: language proficiency (productive or receptive, individual or group); literacy (reading and/or writing, vocabulary or comprehension); subject matter content in science, mathematics, social studies, or English literature (other content areas may be allowed with approval of the instructor); and student self-assessment. Apply principles of scaffolding to reduce the linguistic-load and increase the validity and reliability of scores for English learners or foreign language students. You may modified or adapt existing standards-based assessments from any classroom. It will be helpful to access sample standards-based tests from the official web sites of state departments of education, county, or private/parochial schools, etc. that use standards, including content/curriculum (i.e., criterion-referenced indicators) may be helpful for ideas about appropriate content. After you locate the tests, we will share and exchange samples as part of our work in understanding how to incorporate scaffolds/supports to reduce the linguistic load for ELs. Be sure the sample assessments have a **STRONG** language, achievement (overall reading or writing), and content area (math science, social studies, language arts, literature, etc.) base. We will discuss plausible options in class.

Preparing for the field-based experience for the Classroom-based Assessment (CBA) Project:

### **FIELD EXPERIENCE**

- CISL or CIMM students contact an ESOL, or grade level teacher with English learners; CIFL students should contact a foreign language teacher working in your target language;
- Arrange a meeting to describe the CBA project (if possible send in advance of the meeting a description of the assignment)
- Explain that you would like, with her/his approval, to develop pre and post-test assessments to measure students' knowledge of language (English or foreign language), reading or writing, and content area subject matter (science, math, or social studies);
- Let teachers know the assessments will not be isolated from their content or skills they emphasize and could provide helpful information to them;
- Inform them that the tests are standards and performance-based, and ask them for suggestions about possible content;
- Let them know you will need to administer pre-tests and will return after a designated time (at least four weeks) to administer the post-tests;

- Inform teachers you would be happy to share drafts for the tests and welcome their feedback and ideas;
- Develop your pre-tests (see syllabus for deadline), before submitting your drafts to me, share the drafts with the classroom teacher for feedback;
- After my approval, administer the pre-tests;
- As the course progresses you will develop the evaluation tools (rubrics and checklist with rating scale) that allow you to score the pre-test;
- Share the pre-test results with the teacher s/he may choose to use it to make adjustments to instruction to better serve students' needs (If they chose not to, this is their choice. I only expect you to share the results and we will discuss ways to handle this with diplomacy.);
- Be sure to return to the classroom to make 2-3 informal observations to help understand the nature of the instruction, assignments, activities, etc. that could help in explaining pre-test post-test results and the impact instruction had on children's learning

#### **COMPONENTS OF THE CBA PROJECT PROCESS**

- CBA action plan- due **week 4**
- Drafts for pretests- due **week 6** (note post-tests may be identical to the pre-tests or an alternate form)
- Summary of feedback from ESOL or foreign language teacher- due week 6
- Revised pre-tests- due **week 8**
- Administer pre-tests before **week 10**
- Conduct 2-3 informal observations and provide field notes for your observations
- Develop evaluation tools, i.e., analytic rubrics and checklist with rating scales and scoring guides for each assessment by week
- Share results from pre-tests with classroom teachers by week
- Get approval to administer the post-tests (if you developed alternate forms, you must submit drafts for approval);
- Administer post-tests- by **week 13**
- **Evaluate post-tests;**
- Prepare final CBA project written report- due **week 15**
- Don't forget to share post-tests results with the classroom teacher

**You will prepare a pre-test and post-test version for THREE (3) standards-based performance-based assessments and ONE student self-assessment. You may revise existing measures to make them performance-based** and prepare improved versions that will be more appropriate indicators of performance for language learners. To scaffold each assessment, be sure you consider issues of assessment and instruction related to language learners discussed in this course and addressed in other courses in the MME/CISL program. For example, be sure to keep in mind that the assessments may be used for measuring outcomes of language learners who possess a variety of qualities including: special needs (gifted and talented), ability, limited background experience and interrupted schooling, below grade-level reading and

content knowledge, different conversational and academic language abilities, etc. the major goal is that you reduce the linguistic-load and make other improvements to the assessments that enhance the likelihood of measuring what EL or FL students actually know.

**3. Scaffolding the measures** to reduce the linguistic-load is a major step in increasing validity and reliability and we will discuss these issues in class. Useful approaches for scaffolding would be: simplifying the language, providing choices, and using visuals and graphics. Each assessment **MUST** include a variety scaffolds or supports (at least four per assessment for a total of 12 **different** scaffolds) to make the content accessible to language learners and increase the trustworthiness of the outcomes. One outcome of the Classroom-based Assessment Project Parts I and II is that you see the relevance of this project for improving your ability to develop standards-based assessments in your own classroom. This knowledge will be useful to you in developing, for example, assessment activities and evaluation tools (i.e., holistic and analytic rubrics, checklists and rating scales, etc.) for story retelling, oral reports, discussion, group projects, open-ended or closed-response comprehension questions, multiple choice questions, etc. Be sure to attach student directions for each assessment task. *If you do not include this part of the project, you will receive a rating no higher than 2.0 or C on this project.*

**Attach the original assessment tool** and a revised tool showing how you provided scaffolding language learners. GREAT CARE MUST BE TAKEN WITH MULTIPLE CHOICE QUESTIONS and remember that in the part II of the project, YOU MUST STILL DEVELOP A CHECKLIST W/ RATING SCALE OR RUBRIC IF YOU USE A MULTIPLE-CHOICE FORMAT. Also, keep in mind that for part II at least two of the evaluation tools must be rubrics. One may be a checklist with a rating scale.

***\*ALL FOREIGN LANGUAGE PROJECTS WILL PROVIDE ASSESSMENT TOOLS AND DIRECTIONS TO STUDENTS BOTH IN THE FOREIGN LANGUAGE AND IN ENGLISH. The narratives for part I and II will be in English.***

**4. To prepare the written report for your project**, provide an introduction to the three assessments and student self-assessment that includes: a statement of the purposes to this project, an overview and description of each original assessment that includes: the purpose of the original assessment (standards targeted, how it is used, the target population; who is supposed to take this test and when; how the results are used (screening, placement, exist, graduation, etc.); and description of the components of the test (be sure to include a few 2-3 examples of the content or questions. Use subheadings for each part of the report. This ensures good organization and that I won't need to "search" for information.

**Next, use information from course readings on assessment research, practice, and theory identify the limitations** of each assessment or obstacles they pose to the language learners, for example, linguistic load, timing, length of the assessment, target

population, etc.

**Then, explain the scaffolds/supports** you added to each assessment tool to make it more appropriate for language learners. For example, if you simplified the language, **explain in detail (and with examples from your revised version) HOW you did this.** Use citations from our course texts and other readings to support your modifications.

**5. Citation** Precautions: (1) Limit citations of course handouts or my power point slides; (2) Paraphrasing is preferred but use direct quotes when necessary; (3) Be sure to credit work by others, otherwise this is plagiarism; (4) **Use your own words (paraphrase)** to express your ideas; and (5) Use correct APA style for all within text citations and end of text references. Only sources that are cited in your report should appear in the reference section.

### Production Basic Guidelines

1. Cover page- Put your **name on the cover sheet only** (see Style Sheet).
2. Pagination- Add page numbers to every page.
3. Length will vary but I estimated an average project to be roughly 15-20 pages, **excluding** references and appendices which should include: draft of assessments containing my feedback, a clear copy of all pre and post-tests, any original assessments you modified to develop your tests, copies of student assessments( i.e, their tests), observation field notes, summary of the classroom teacher feedback on the assessments; etc. **Appendices** should be submitted as a separate PDF file and NOT included in the MS-Word file with your written report. All materials in the appendix are given an alphabet identification (e.g., appendix A, B, C, etc.). Items in the appendix should have a title and should be identified to indicate the order in which they appear in the written report.
4. \*Consult the current edition (6<sup>th</sup> ed.) of the American Psychological Association (APA) style manual to prepare all work for this course. Visit [www.apa.org](http://www.apa.org) for samples

**\*Remember all assignments for the course must be submitted electronically on or before the due date indicated on the syllabus.**

### Components of the CBA Project Report

Don't forget the cover page (see APA publication manual and visit [www.apa.org](http://www.apa.org) )

#### Part A. Introduction to Project

1. Describe the school community and classroom- grade level(s), language spoken, language proficiency levels, reading and overall academic background of the students, special needs, or any other demographic information about the school (check the school website for information about population, language spoken, SES, etc.)
2. Provide background information about the teacher

3. Describe how and when you administered the pre and post-tests

Part B. Rationale for the Assessments

1. Summary (purpose, content, components, target population, special features, etc.) for each assessment (Why are you using this assessment? What do you want to learn about students? Why is this assessment appropriate for finding out this information?) ; indicated whether you used the same or alternate form for the post-tests; if you are using an alternate form for the post-test you must provide the rationale.
2. Standards- identify all standards each assessment is designed to measure
3. Validity and Reliability- How did you control for possible threats for each assessment (be specific, your comments must indicate particular types and elements related to validity and reliability)
4. Limitations- every assessment has some limitations, for example less than desirable time between administering the pre and post-test. This is your critique and you cannot rely on what someone else says. This important to remember if you modify an existing assessment. Of course we all think we developed a good instrument! Use the course readings of research, theory, and practice and your knowledge of EL or foreign language students to critical review any impediments contained in this assessment that might affect students' ability to demonstrate what they know.
5. Scaffolds/supports: For each assessment describe each technique you used to improve the assessment; be sure to use a minimum of 4 scaffolds per assessment and provide rationale for using each scaffold (this is where you really need to use research, theory, and practice to justify the changes you made; also be sure to incorporate at least one example for each scaffold from your assessment to clarify what you did. Use sub-headings to organize this section according to your assessments. \*You need a total of 12 different scaffolds, so if you repeat one you need to add another. In this section and on the assessment, I am evaluating your knowledge of scaffolding and your ability to apply knowledge in developing valid and reliable assessments for language learners.

Part C. Summary of Evaluation Tools- Rubrics and Checklist with Rating Scale (You may develop 2 analytic rubrics and one checklist with a rating scale, or 3 analytic rubrics; PLUS the student self-assessment that may be a rubric or checklist w/ rating scale)

1. Summary of Evaluation Tool- (purpose, content, components of

- each evaluation tool) For example for the rubrics indicate the domains, scoring criteria, and performance level (i.e., how many levels of performance)
2. Validity and Reliability (be specific, your comments must indicate particular types and elements related to validity and reliability)
  3. Benefits (This is express what developer/publisher says as well as any benefits you see.)
  4. Limitations: This is your critique and you cannot rely exclusively on the developer or publisher. Of course they think it is a good instrument! Use the course readings of research, theory, and practice and your knowledge of EL students to critical review any impediments contained in this assessment that might affect EL ability to demonstrate what they know.
  5. Scaffolds/supports: describe each technique you used to improve the assessment for EL; be sure to use a minimum of 4 scaffolds per assessment and provide rationale for using each scaffold (this is where you really need to use research, theory, and practice to justify the changes you made; also be sure to incorporate at least one example for each scaffold from your revised assessment to clarify the change you made.

Part D. Summary of Pre and Post-test Results

1. Summary of results from the pre-test (tables will be helpful), then discuss students' strengths and needs based on the pre-test findings
2. Instruction- purpose 2-3 ideas for using instruction (strategies, activities, intervention, etc.) to address students' needs
3. Summary the results from the post-test (tables will be helpful), what changed? What didn't change? Then discuss students' strengths and needs based on the post-test findings
4. Instruction- purpose 2-3 ideas for using instruction (strategies, activities, intervention, etc.) to address students' needs **\*\*With each assessment** be sure to include in the validity and reliability section information about remaining threats. REMEMBER: All tests contain threats. The point is to acknowledge what you can't control or explain acceptable threats.

Part E. Impact on Student Learning and Conclusions

- 1, What impact do you believe your assessments had on students' ability to demonstrate what they learned? Did the teacher use the results from your pre-test to make any changes to instruction? If, so, what changes were implemented? Did this appear to influence



- the post-test results? If, so how?
2. Final thoughts making closing comments on benefits and/or challenges developing and implementing standards-based, performance-based assessment

Part F. References (APA style)

Part G. Appendices (contained in separate PDF file clearly label each appendix and place in order of appearance in the report)  
-appendices should include but are not limited to CBA action plan; field notes, classroom teacher feedback, student work samples, etc.

*Since you may be modifying some of the assessments, give credit to the original source. (This is VERY important).* Cite authors of the original assessments.

**Due: CBA Project- DUE on or before the final class**

### **III. Special Needs Assessment- Socratic Discussion Groups**

**Purposes:** (1) To show that you can apply principles acquired in this course to assessment of Special Needs (Learning Disability and Gifted and Talented) for English Language Learners, Foreign Language Learners and Language Minority Students. (2) To engage in dialogue and stimulate thoughtful interchanges of ideas.

**Process:** You will review and critique at least three journal articles or book chapters that address assessment for English language learners for placement in Special Education or Gifted & Talented programs. In addition, you should **REVIEW ASSESSMENTS CURRENTLY USED IN YOUR OWN OR A LOCAL SCHOOL SYSTEM**. You should focus on issues of: student selection criteria, cultural and linguistic bias; political, social, and psychological factors; familial or community factors; threats or concerns for validity and reliability; strengths and limitations in assessment for ELL. You will be assigned to LD or GT groups for this assignment. When possible, preferences will be honored.

**Time Frame:** Begin the process of selecting appropriate readings early and seek approval of your readings before participating in the Socratic Discussion. This will ensure you are prepared to offer analysis, demonstrate knowledge of the issues, listen actively, and offer clarification on the issues. This will enhance your understanding of principles presented in this course.

**ALL FOREIGN LANGUAGE MATERIALS WILL BE PRESENTED WITH APPROPRIATE EXAMPLES FROM THE FOREIGN LANGUAGE TRANSLATED INTO ENGLISH.**

### Assessment Process

This is a group activity. Instructor and peer and/or self assessments will be used to evaluate and provide feedback on group and individual performance. A modified Socratic Seminar method will be used to present this assignment. A rubric will serve as the evaluation tool.

### Socratic Discussion Method

The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore Socrates regularly engaged his pupils in dialogues, fueled by responding to their questions with questions, to encourage divergent rather than convergent thinking. There are several variations to the Socrates' method. We will utilize a modified "Inner Circle- Outer Circle" model.

### STEPS IN THE PROCESS

1. Assignment to Socratic discussion group.
2. Select journal articles or book chapters.
3. Get instructor's approval.
4. Via email, send bibliographic information for the articles/book chapters to instructor and peers. If time permits, this would allow class members to review other materials and have additional resources about assessing ELL identified as LD and GT.
5. Review information about assessment and procedures for assessing ELL for LD or GT in local school districts (at least 2 school districts should be represented on each discussion team). These individuals will have valuable knowledge and will share their knowledge during the formal discussion process. This will be explained in class.
6. Arrange to meet with your Socratic discussion group prior to the formal in-class discussion.
7. Develop criteria for peer and/or self assessment. We will discuss options in class.
8. On the day of the Socratic discussions (see schedule) on LD and GT English language learners you will be seated in the Inner Circle during the time your group is leading the discussion. When you are a member of the audience, you will be seated in the Outer Circle.
9. The instructor will ask a single question to begin the discussion. If you are in the **Inner Circle**, a member of your group will begin by making an "opening statement" of not more than two **minutes**. The Inner Circle group will have **30 minutes** to discuss issues related to assessment issues for LD or GT English language learners. The instructor will ask additional questions during the discussion. Each member of the inner circle **MUST contribute** to the discussion in a meaningful manner. At the end of 30 minutes, the Inner Circle group will have **3 minutes** to make closing remarks. After time is called, groups will change positions in the circles.

Step 9 will be repeated for the second group.

10. **Outer Circle** members. When you are in the Outer Circle you should be watching and listening in silence. This is the observation component. You will be asked to evaluate the performance of the inner circle students by recording checks, plusses, and minuses for good, terrific, or weak responses that you hear from each student.
11. When both groups are finished, you will have 10 minutes to conduct peer and/or self-assessment. This must be in writing.
12. Turn in the evaluation forms and your responses.
13. Instructor evaluation for the groups (see rubric) will be provided.

See the listing below for areas that should be addressed during the Socratic discussion.

### **Discussion Criteria**

**>Name** specific assessment measures reviewed and clearly identify the number and categories of components for each measure, including number and type of items for each component (e.g., reading comprehension, 50 multiple-choice items).

**>Analyze and Critique** the validity and reliability of the tests and procedures used to identify ELL; analyze the level of validity according to information from our readings and class discussions. Do you see evidence of systematic linguistic or cultural bias or other threats to validity? What evidence do you find of construct, content, and consequential validity? Incorporate issues and concerns and based on the assigned readings, don't just accept what the test developer(s) or publisher say.

**>Describe** grade levels for whom a test has been designed (e.g., ESL, foreign language, 3<sup>rd</sup> grade), name of school system using the assessment procedure.

**>Discuss** concerns about reliability – Is only one test or procedure used or are multiple tests/procedures used? Are the assessors familiar with the language development issues related to second or multiple language learning? Does inter-rater reliability apply? How about test-retest reliability?

**>Identify** psychological and emotional effects – What are the likely effects of a formal testing situation on the language learners? Do they have prior experience with such testing? Is it a high-stakes testing situation likely to cause stress?

**>Specify** the format used– Are members of the target population familiar with multiple-choice formats or any other format used? What other kinds of response formats are used?

**>Comment on practicality** – Are the assessment processes and tool practical to use? Can the assessment measure be administered in less than one hour?

**>Discuss** the usefulness – How useful is the information in the test score report for diagnosing individual student learning needs and making placement decisions for LD or GT?

**>Point out** accommodations – What accommodations are offered to the target population, such as allowing extra or unlimited time to complete the test, allowing use of a bilingual dictionary, and allowing use of translators? How might these affect the validity and reliability of the test? Are the accommodations appropriate for the needs of the language learners?

**>Make** recommendations – What recommendations can you make to address any limitations revealed in your analysis? For example, if you found threats to validity, how would you need to change the test or process to eliminate those threats? How can issues that are not addressed be included?

**>Present concluding** thoughts-Synthesize the findings of your analysis. Are the assessment measures, process, issues, etc. valid and reliable?

**>Use citations**-*Challenge yourself by citing readings that specifically address your assessment topic.* Do not read from prepared notes, however, it is permitted that you have articles and/or book chapters present during the discussion.

**Due: Week 7**

#### **IV. Required Readings and E-Reserve Presentation on Assessment**

**Purposes:**

-To help you to understand and interpret professional readings and issues

- To facilitate group discussion and respond to professional readings
- Promote professional development

**Tasks:**

Select one of the required readings from the list of e-reserves and prepare a 15 minute oral presentation for the class. Prepare power point slides to support the presentation.

**Due: See syllabus**

**HELPFUL REMINDERS FOR ALL ASSIGNMENTS:**

- Refer to assigned course readings in your paper to justify the points made. Refer to outside readings to demonstrate how you exceeded expectations. Your syllabus contains many resources, use them.
- Discuss how you addressed the validity and reliability of your assessment tools.
- Use the sample assessments in Gottlieb (or other sources) as models, but modify them by changing the language and format - don't copy exact words to meet the intentions of your assessment and evaluation tools.
- List only references cited in your narrative on the last page of your paper.
- Provide translations of all foreign language handouts and assessment tools to English.
- Proofread your paper carefully for stylistic and formatting errors.
- Part of Graduate Studies is making time for RESEARCH OUTSIDE OF CLASS, and *this includes reviewing previous projects*, scheduling time to meet with me during my office hours for this course or by appointment, and searching the INTERNET and library for articles.

**Style Sheet**

This Style Sheet has been prepared to help you prepare written projects for this course. If followed closely, these guidelines can help improve your writing for graduate level work.

Please use the following guidelines (most are based on the American Psychological Association's [APA] publication manual, available in the university bookstore).

The type of Project you are submitting, **your name**, and the course number should appear in the center of your **cover sheet only** as follows:

**Materials Project**

Alice Brooks  
Course: EDRD 610 Content literacy for ELL PreK-12  
Instructor: Dr. Grant  
Assignment: Materials Review Project  
Spring 2008  
Date: April 11, 2011

Consult APA for title page format and use of headers, headings, etc.

1. Use **APA style but** you may Single or Double-Space, all assignments are submitted electronically.
2. **Indent** the first line of paragraphs rather than use block style (flush to left margin).
3. **Use subheadings** to indicate major sections of your report. This helps your organization.  
Refer to the description of tasks for each course requirement for suggestions on major sections. Leave space between your subheadings and the text which follows it.

Examples:

**Student Population**

XX  
XX

**Current Approaches to Teaching Reading**

XX  
XX

4. Avoid listing or enumerating what you want to describe (as in, "These are the main issues: 1....2....3...."). Instead, briefly summarize two or three main points you want to make.

5. Visit [www.apa.org](http://www.apa.org) for frequently used references and don't forget to check the syllabus.

De Avila, E.A., & Duncan, S. E. (1987). *Language assessment scales (LAS)*.  
Monterey,

CA: CTB Macmillan McGraw-Hill.

Harp, B. (1997). *Assessment and evaluation in whole language programs*.

Norwood, MA: Christopher-Gordon Publishers.

6. To show that you are using the ideas from the assigned readings to support the points made in your report, use within-text citations to give authors credit for their ideas. All within-text citations should appear in your reference list.

**7. Severely limit direct quotations and secondary references.** Due to the brevity of your

projects, we would rather read what **you** have to say than someone else's words.

When should works be referenced? Use the following guidelines:

- < When using the author(s)'s thoughts or concepts explicitly but not quoting directly;
- < When using a thought or concept unique to the author(s).
- < Thoughts or concepts representing common knowledge or generally known facts should not be referenced.

8. For within-text citations, use the **author's last name only** and the year of the publication. If referring to an edited volume or a compilation of different writers' work, refer to the author, the editor or publisher, and the year (page numbers are only included for direct quotations). Always check the spelling of authors' names, and pay special attention to the order of their names (These are not typically listed alphabetically but by the importance of each author's contribution to the work; lead authors are listed first because they have taken more responsibility than their co-authors).

See the following examples:

*Alternative assessments have several characteristics in common, these are...*

*(Herman, Aschbacher, & Winters, 1992).*

*According to Hill and Ruptic (1994), one must have a philosophy of instruction and assessment before beginning to plan for either.*

9. References must include all within-text citations. This means **that if you do not refer to a publication in your report, you should not add it to your list of references.**

List references alphabetically by last name, followed by the year in parentheses, the title (underlined), the place of publication, and the publisher. Use the following examples for your list of references. Indent every line after the first in each reference. Put the period AFTER the citation or parentheses containing the reference.

- Brown, J. D. Classroom-centered language testing. *TESOL Journal*, 1(4), 12-15.  
Hughes, A. (1989). *Testing for language teachers*. Cambridge, UK: Cambridge University Press.  
Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assessment in the reading-writing classroom*. Norwood, MA: Christopher Gordon Publishers.

10. When to use *et al.* (no period after *et*): **Only for within-text citations of more than two authors.**

Use *et al.* after the first full reference listing all authors. Rather than use the following commonly used terms, use terms with more positive connotations or less relative terms such as the ones suggested below.

**Commonly used term**

*LEP*  
*mainstream teacher*  
*normal, average*  
*CALP, BICS*

**Suggested term**

*English language learner (ELL) or English learner*  
*grade-level teacher*  
*typical, usual*  
*academic language/language of the*  
*content areas,*

*conversational skills*  
*Informal assessment*  
CLAD

*Alternative/authentic assessment*  
culturally and linguistically diverse

If you use **acronyms, spell out what each stands for** the first time it appears in your paper, e.g., native language (L1), English language learner (ELL). Acronyms stand alone, without periods, as in:

ELL            ESL

Similarly, abbreviations such as *U.S.* should be avoided and the entire phrase spelled out.

11. Rather than use terms particular to specific school programs (such as Level A-1, HILT-EX, etc.),

use more descriptive terms, such as "beginning level" or "intermediate level."

12. Use *italics* or **boldface** when using special terms such as:

*The reading strategies I identified as being the students' greatest needs were **asking questions for clarification** and **summarizing**.* Underline each word when referring to vocabulary items in your narrative (e.g., *students will learn the following new words: scientist, experiment, hypothesis*).



***SCORING RUBRICS***  
***FOR COURSE PROJECTS***



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

DOMAIN POINTS	JUSTIFICATION FOR ASSESSMENTS	VARIETY OF ASSESSMENTS	VALIDITY & RELIABILITY	APPROPRIATE OF EVALUATION TOOLS	WRITING & REFERENCES
4	Accurately & completely <b>explains and justifies why</b> all scaffolds used are <b>appropriate</b> to the learners' levels (language proficiency, standards, developmental stage, ability, special needs, etc.).	Uses a wide <b>variety</b> of scaffolding approaches across each assessment, and these greatly improve the assessment tasks and linguistic appropriateness.	Shows how design ensures validity and reliability of assessments. Addresses multiple types of validity and reliability. Fully explains specific threats to validity and reliability and limitations	Presents clear, appropriate variety of evaluation tools and strong scaffolds for assessments that address learners' levels (language proficiency, standards, developmental stage, ability, special needs, etc.); AND provides appropriate domains, scoring criteria, and appropriate performance levels.	Produces a well-organized, clearly written and detailed narrative. <b>NO errors</b> in writing conventions, academic style or APA; an abundance of relevant <b>references</b> to readings & other sources to support viewpoints and rationale
3	Accurately <b>explains BUT does not fully justify why</b> all scaffolds are <b>appropriate</b> to the learners' levels (language proficiency, standards, developmental stage, ability, special needs, etc.)	Uses a <b>variety</b> of scaffolding approaches across assessments with some improvement to assessment tasks and linguistic appropriateness	Shows how design of assessments addresses most issues of validity and reliability with some unclear or incomplete explanations. Addresses validity & reliability issues, threats, and limitations.	Presents variety of evaluation tools and scaffolds for assessments that address learners' levels (language proficiency, standards, developmental stage, ability, special needs, etc.) AND provides appropriate domains, scoring criteria, and appropriate performance levels.	Produces organized narrative but needs more elaboration; <b>FEW errors</b> in writing conventions, academic style or APA; relevant <b>references</b> to readings & other sources to support viewpoints and rationale.

<p>2</p>	<p>Provides incomplete <b>explanation and/or justification for why</b> most scaffolds are <b>appropriate</b> to the learners' levels (language proficiency, standards, developmental stage, ability, special needs, etc.)</p>	<p>Uses <b>similar</b> scaffolding approaches, and these have limited improvement to assessment tasks and linguistic appropriateness.</p>	<p>Shows how design of assessments addresses limited range of issues of validity and reliability with some incomplete and unclear explanations. Addresses few validity &amp; reliability threats and limitations.</p>	<p>Presents unclear OR inappropriate evaluation tools and scaffolds for assessments that address learners' levels (language proficiency, standards, developmental stage, ability, special needs, etc.) AND provides some inappropriate domains, scoring criteria, and appropriate performance levels.</p>	<p>Produces narrative but needs clearer organization and more elaboration; <b>Several errors</b> in writing conventions, academic style and APA; some irrelevant <b>references</b> to readings &amp; other sources to support viewpoints and rationale.</p>
<p>1</p>	<p>Inaccurately OR fails to <b>explain and justify why</b> scaffolds are <b>appropriate</b> to the learners' levels (language proficiency, standards, developmental stage, ability, special needs, etc.)</p>	<p>Uses few and some inappropriate scaffolds, these do not improve assessment tasks and linguistic appropriateness.</p>	<p>Addresses few issues of validity and reliability in designing assessments with many unclear and inaccurate explanations. No clear understanding of issues, threats, OR limitations to validity OR reliability.</p>	<p>Presents consistently unclear AND inappropriate tools and scaffolds for assessments to address learners' levels (language proficiency, standards, developmental stage, ability, special needs, etc.) AND inappropriate OR incomplete domains, scoring criteria, or performance levels.</p>	<p>Produces narrative but lacks organization and elaboration; <b>Numerous errors</b> in writing conventions, academic style and APA; several irrelevant or missing <b>references</b> to readings &amp; other sources to support viewpoints and rationale. <b>OR</b> Evidence of <b>PLAGIARISM. (This alone will result in a rating of 1);</b></p>

## Analytic Scoring Rubric- Special Needs/Giftedness Socratic Discussion

*\*Foreign Language Assessments and other Handouts will be completely in the Foreign Language w/ Translations.*

<b>Domain/ Points</b>	<b>Analysis</b> _____	<b>Knowledge</b> _____	<b>Preparation</b> _____	<b>Listening</b> _____	<b>Advancement</b> _____
<b>4</b>	Consistently and clearly offers thorough analysis without prompting.	Demonstrates a deep knowledge of topic, readings and questions.	Comes well prepared w/ notes and audience resources.	Listens actively and consistently to other participants.	Consistently offers clarification, follow-up, that extends topic.
<b>3</b>	Consistently offers analysis without prompting BUT occasionally unclear.	Demonstrates knowledge of topic, readings and Most questions.	Comes prepared w/ notes AND some audience resources.	Listens and occasionally engages other participants.	Offers clarification and follow-up that occasionally extends topic.
<b>2</b>	Inconsistently offers analysis with without prompting AND frequently unclear.	Demonstrates limited knowledge of topic OR readings AND some questions.	Appears unprepared in some areas AND offers few audience resources.	Listens to other participants.	Inconsistently clarifies OR offers follow-up AND rarely extends topic.
<b>1</b>	Inconsistently offers analysis with without prompting AND frequently unclear AND inaccurate.	Demonstrates limited knowledge of topic OR readings AND incorrectly responds to questions.	Appears unprepared in most areas AND offers few audience resources.	Inconsistently listens to others AND interrupts.	Inconsistently clarifies OR offers follow-up AND rarely extends topic.

**LANGUAGE ASSESSMENT CRITIQUE- ANALYTIC SCORING RUBRIC**

***\*Foreign Language Assessments and other Handouts will be completely in the Foreign Language w/ Translations.***

Domain/ Points	Description of Procedure/ Measure	Analysis	Recommen- dations	Citations/ References	Quality of Writing
4	Clearly describes target population and components of procedure and assessment measure.	Conducts a thorough, accurate analysis and justifies and supports points made.	Explains and justifies research-based recommendations for improvement of procedure and assessment measure.	Makes many appropriate references to readings & research that support points made.	Writes clearly, with good organization, elaboration and no errors in conventions and word choice; no APA errors.
3	Describes target population and components of procedure or test incompletely.	Conducts accurate analysis, BUT does not consistently justify & support points made.	Makes recommendations BUT does not fully explain or justify them w/ research.	Makes some inappropriate references to readings & research.	Writing w/ organization BUT needs elaboration OR contains some errors in conventions and word choice, AND some APA errors.
2	Describes target population and components of procedure or test inaccurately and incompletely.	Conducts an incomplete AND inaccurate analysis AND does not justify OR support points.	Makes no recommendations that are justified OR research-based.	Makes few references to readings BUT references other research.	Writing needs elaboration and contains repeated errors in conventions, word choice, AND numerous APA errors.
1	Does not completely describe target population AND components of procedure AND test.	Does not conduct an analysis.	Does not make recommendations for improvement.	Makes no references to assigned readings AND other research.	Writing lacks clarity, elaboration, contains numerous errors in convention, word choice, many APA errors OR Evidence of PLAGIARISM. <b><i>(This alone will result in a rating of 1).</i></b>

**Checklist and Rating Scale  
 EDCI 520- E-Reserve Presentation**

**RATING**

**CRITERIA**

4 3 2 1	<i>Presents clear, specific overview of critical issues</i>
4 3 2 1	<i>Analyzes and /or critiques issues related to assessment of EL students and/or academic achievement</i>
4 3 2 1	<i>Presents clear, appropriate connection to assessment and instruction</i>
4 3 2 1	<i>Utilizes reading effectively by incorporating examples from the text to emphasis key points</i>
4 3 2 1	<i>Makes clear connections to theory, research, and/or practice</i>
4 3 2 1	<i>Includes clear, appropriate PPT slides to scaffold audience understanding of key points</i>
4 3 2 1	<i>Utilizes technology and /or other visual tools effectively during presentation</i>
4 3 2 1	<i>Delivery (tone, volume, pace, etc.)</i>
4 3 2 1	<i>Provided handout(s) or electronic references</i>
4 3 2 1	<i>Organization and overall delivery</i>
4 3 2 1	<i>Stays within designated time limit</i>
4 3 2 1	<i>Incorporates other relevant work (research, theory, or practice)</i>

