## EDCI 520 - Section 001
## Assessment of Language Learners

## FALL 2013

Thursdays, 4:30 – 7:10 p.m.,  Thompson Hall, Room L-013

**Associate Professor**      Dr.  Lorraine Valdez Pierce
                             *Ph.D., Georgetown University*

**Mailing Address**          Graduate School of Education, CEHD, MSN 1E8
                             George Mason University, Fairfax, VA 22030-4444

**Office Location**          Thompson Hall, Rm. 1502

**Office Hours**             Thursdays, 2 to 3:30 p.m. (walk-in basis) and by appointment

Phone:                       TEL: (703) 993-2050

***To make an appointment, request, or ask a question:***      Email: lpierce@gmu.edu

***To fax a document:***                                       FAX: (703) 993-5300

**Course Description (GMU Catalog)**   Credits: 3
*Examines innovative approaches to assessing language minority students and English [and foreign] 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.*   **Prerequisite(s):** *EDCI 516 for all, EDCI 519 for ESL candidates,  EDCI 560 for Foreign Language Candidates.*
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**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 at least EDCI 516 and EDCI 519 (ESL Methods) or 560 (FL Methods)***.  If you have not yet completed the prerequisite courses or are not in any of these programs, *you may not enroll in this course without my written approval.*

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

Among the topics addressed are: applying research on language acquisition and teaching to instruction and assessment; designing assessment tools for oral language, reading, and writing in daily instruction to monitor student progress; setting assessment purpose; ensuring reliability and validity; scaffolding assessments in the content areas; designing and using portfolios; using assessment as feedback for learning; developing scoring rubrics and other performance-based assessments; engaging students in peer and self-assessment; grading practices; reviewing language proficiency tests; assessing language learners with special needs; writing multiple-choice tests; using criterion-referenced vs. norm-referenced testing; and preparing students to take standardized tests.

Graduate students will have opportunities to both critically examine assessment tools used in current practice and to develop their own.  **This course is required for both ESL and Foreign Language teacher licensure as well as for the endorsement of teachers who are already licensed.  It addresses CAEP, TESOL and ACTFL Standards for Teacher Preparation in assessment.**

## Course Objectives

***Graduate students completing EDCI 520 will be able to:***

1.      *Define **basic concepts and terminology** used in assessment and student evaluation;*

2.      ***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);*

3.      ***Identify issues in assessment of language learners with special needs** (learning disabilities or gifted and talented characteristics), including cultural, linguistic, and test bias;*

4.      ***Develop classroom-based assessment procedures and tools** for (a) the four language skills (listening, speaking, reading, and writing) and (b) the content areas;*

5.      ***Link assessment to instruction** by using assessment results to determine next steps in instruction;*

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

7.      ***Add scaffolding to assessments** for language learners and at-risk learners;*

8.      ***Identify student test-taking strategies;***

9.      *Compare **purposes, advantages, and limitations** of standardized achievement tests to those of classroom-based assessments;*

**Instructional approaches include:**  Whole class mini-lectures and demonstrations, workshops, small group and peer feedback sessions, field projects, videos, and homework assignments for applying principles discussed in texts and class.  *Interacting on assigned tasks and topics with other graduate students/teachers during each class session is essential for success in this course.*   Student papers and projects will be evaluated using performance-based, criterion-referenced scoring rubrics.

**Technology Requirements**

1.  Students will be asked to use a PC/laptop for preparing course papers, for accessing the course web site on MyMason/BlackBoard, and for contacting the instructor and classmates through email. **However, electronic devices *(personal or GMU property, including Ipads, tablets, E-readers, laptops, cell or smart phones) are not to be used during class for any purpose (checking email, surfing the Internet, chatting) other than taking notes and* <u>*only when other students are not leading or making a presentation to the class.*</u>**

2.  **Class Web Site:**  Each student will access **MyMason (Blackboard)** using *his/her GMU email login name and password* to obtain course assignments, handouts, and other materials and also to submit course projects and other required tasks.

The only way to access the class web site is through the myMason portal **([http://mymason.gmu.edu](http://mymason.gmu.edu))** on the Courses tab.

**If you have problems logging in to MyMason,** please go to <mymason@gmu.edu> or call (703) 993-8870.

**3.  GMU EMAIL ACCOUNTS:** Students must use their Mason email accounts to receive important University information, including messages related to this class. See [http://masonlive.gmu.edu](http://masonlive.gmu.edu) for more information.
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# *College of Education & Human Development:   5 Core Values*
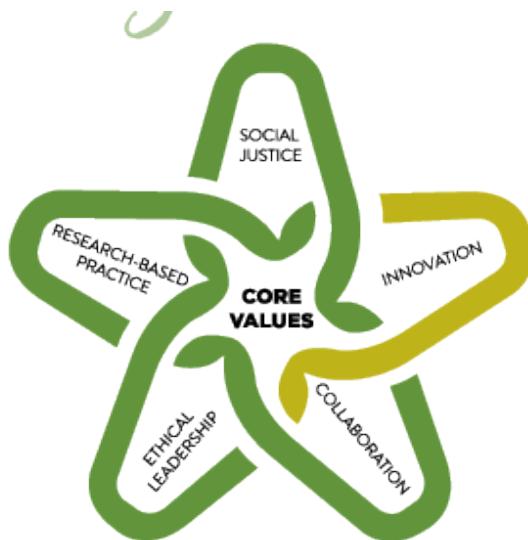


The College of Education & Human Development is committed to five CORE VALUES: *collaboration, ethical leadership, innovation, research-based practice, and social justice*. Graduate students are expected to adhere to these values both in and out of class. [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/)

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

### *Expectations for Students in this Course*

### *HONOR CODE:  NO PLAGIARISM.*

Students must adhere to the guidelines of the George Mason University Honor Code (http:// oai.gmu.edu/honor-code/).   The principle of academic integrity is taken very seriously and violations are treated as such.

What does academic integrity mean in this course? Essentially this: <u>when you are responsible for a task, you will perform that task</u>. <u>When you rely on someone else's work (online, published, printed handouts, personal communication) in any part of performing your assigned task, you will give full credit in the proper, accepted form</u>.

Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

### Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code:

***Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.***

### Honor Code:  Faculty Responsibilities

Faculty members have a responsibility for maintaining the integrity of the learning and testing process. They should explain at the beginning of each semester what would be considered an integrity violation in their courses. Special attention should be given to the subject of ***plagiarism***.  Faculty members may actively proctor exams in situations that they believe warrant it.  At the beginning of each semester, faculty members have the responsibility of explaining to their classes their policy regarding the Honor Code. They must also explain the extent to which aid, if any, is permitted on academic work.

FOR THIS COURSE:

***Violations of the Honor Code*** include:

1.  Copying a paper or part of a paper from a previous student (current or past);

2.  Plagiarizing or copying the words of an author from a textbook or any printed source (including the Internet) without using quotation marks and not inserting a citation immediately following a paraphrase of these words;

3.  Working with another individual (who is in this class or not) to prepare your papers or projects (you must write your own papers).  Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed.  As a prospective teacher, you are being graded on your own ability to write papers.

### *CAMPUS RESOURCES*

- **OFFICE OF DISABILITY SERVICES**
  If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

- **WRITING CENTER:** Robinson Hall A, Rm. 114; (703) 993-1200; http://writingcenter.gmu.edu
  The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing.

- **UNIVERSITY LIBRARIES** "Ask a Librarian"
  http://library.gmu.edu/mudge/IM/IMRef.html

- **COUNSELING AND PSYCHOLOGICAL SERVICES** (CAPS): (703) 993-2380; http://caps.gmu.edu
  The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance.

- **UNIVERSITY POLICIES**
  The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other policies are available at http://universitypolicy.gmu.edu/. All members of the university community are responsible for knowing and following established policies.

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing

- Students are expected to exhibit professional behaviors and dispositions at all times.

- For additional information on the Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

*Cell Phones OFF:* **Students are required to keep all cell phones turned off during class, per university policy. In case of a campus emergency, the instructor will be notified on her cell phone.**

**Inclement Weather/Emergency Policy**
*In case of snow, hurricanes, other bad weather, or security emergencies, call 703 993-1000 or go to www.gmu.edu for information on class cancellations and university closings.*

**MASON ALERT**
*Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to http://alert.gmu.edu*

## Free English Language Improvement Programs

Non-native speakers of English who would like to improve their English language skills are invited to attend the English Language Institute's free support services programs:

*The English Conversation Program* offers participants the chance to improve their speaking skills by meeting in a small group for English conversation practice each week. Each group is facilitated by a conversation leader. For more information or to sign up, contact Johanna Koh at jbyrne2@gmu.edu.

*English Workshop Program* offers seven, 12-week series, each focusing on different language skills. No registration is required for grammar, pronunciation, spelling, idiom and discussion workshops. Registration for public speaking and graduate writing workshops will be held at the first session.

For more information, contact Melissa Allen at malle2@gmu.edu or go to: http://eli.gmu.edu/about/eli-support-services/

## Course Requirements*

| Requirement | % of Grade | Task Description |
|---|---|---|
| 1. **Language Proficiency Assessment Presentation** | **30%** | Review language proficiency test used for placement in language programs *[Team Project]* *(*due Weeks 5-6) |
| 2. **Special Needs Assessment Paper/Panel*** | **35%** | Review tests & articles & make Panel Presentation *[Individual AND Team]** (due Weeks 9 -10) |
| 3. **Classroom-Based Assessment Project** | **35%** | Develop & Administer Assessment Tools *[Individual or Partner Project] (due Week 15)* |

*Maximum of 3 class members per team*

*Please post only Requirement #2 on TaskStream and Requirements 1 & 3 on MyMason (no paper copy needed).  Required papers due by midnight on dates posted in schedule.*

## Textbooks

**Required Texts**

Brown, H. D. & P. Abeywickrama. (2nd Ed).  (2010).  **Language assessment: Principles     and classroom practices**.  White Plains, NY:  Pearson Longman.

*Additional Required Readings* will be made available either online or in class.

**Recommended Texts**

O'Malley, J. M. and Pierce, L. V. (1996).  **Authentic assessment for English language learners:  Practical approaches for teachers**.  New York: Pearson Longman.

Hughes, A. (2003).  **Testing for Language Teachers**.  Cambridge, UK:  Cambridge University Press.

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

Basterra, M. R., Trumbull, E., & G. Solano-Flores (Eds).  (2011).  **Cultural validity in assessment**.  New York, NY:  Routledge.

Artiles, A. J. & A. A. Ortiz (Eds.)  (2002).  **English language learners with special education**

***needs***.  Washington, DC:  Center for Applied Linguistics.

# Class Schedule

Please come prepared to discuss the assigned readings during the week in which they appear. You can check MyMason for materials to review for each class.

| Week | Dates | Topics | Readings to be discussed each week |
|---|---|---|---|
| 1 | 8/29 | **INTRO TO THE COURSE:  Course Objectives & Requirements.** Assessment OF vs. FOR Learning. Validity & reliability.  4 Skills:  Receptive & Productive.  **Do's & Don'ts for Designing Assessment Tools.** *Designing Checklists.* | *Brown & Abeywickrama (B & A), Ch. 1* |
| 2 | 9/5 | **ASSESSING LISTENING.**  Macro- and micro-skills.  4 basic types of listening. Validity, reliability, & washback. *Designing Rating Scales.* **Preparing for the Language Proficiency Assmt. & CBA Projects.** | *B & A, Chs. 2 & 7* *Definitions of Validity & Reliability on MyMason* |
| 3 | 9/12 | **ASSESSING LISTENING.**  Using assmt. results to direct instruction***.*** *Designing listening tasks. Designing Primary Trait Rubrics.* | *B & A, Ch.3 (pp. 52 – 67) & Ch. 7* |
| 4 | 9/19 | **ASSESSING SPEAKING.**  Trends in Foreign Language Assessment. **Demo:   Information Gap.** *Fresh Start Interviews – Inter-rater reliability training session.* *Designing Holistic & Analytic Rubrics.* | *B & A, Ch. 8* *Thompson (2001), "Foreign Language Assmt.: 30 Yrs..."* http://www.cal.org/resources/archive/news/200012/assessment.html --- article on MyMason |
| 5 | 9/26 | **Language Proficiency Assessment** for Program Placement & Accountability.  Tests for ESL students. Tests for Foreign/World Language students.  ACTFL Proficiency Guidelines.  *Due Today:  Language Proficiency Assessment Presentations, Part 1.* | *(1) **Abedi** (2007) English Lang. Proficiency Assmt in the Nation;  **Porter & Vega,** Overview of Existing Engl Lang Proficiency Tests, Appendix A. (Pages 81 – 102 and Pages 133 – 189)* http://cacompcenter.org/wp-content/uploads/2013/02/title_iii_elp_report.pdf *(2) **Liskin-Gasparro** (2003), The ACTFL Prof Guidelines and the Oral Proficiency Interview; (3)  **Malone,** Research on the Oral Proficiency Interview; (4) **Bibliography** of Language Testing (ILTA) [Go to MyMason/Blackboard for readings not linked here]* |

| 6 | 10/3 | **ASSESSING SPEAKING, GRAMMAR & VOCABULARY.** Using assmt. results to direct instruction. *Due Today:  Language Proficiency Assessment Presentations, Part 2.* | *B & A, Chs. 8 & 11* |
|---|---|---|---|
| 7 | 10/10 | *Self-Study: 7 Approaches to Scaffolding Assessments*. **Mid-Term Feedback Forms.** | *See Scaffolding Self-Study folder on MyMason.* |
| 8 | 10/17 | **ASSESSING READING**.  Cloze tests. Running Records.  *Designing Multiple-choice Tests.* | *B & A, Ch. 3 (pp. 67 – 82) & Ch. 9* |
| 9 | 10/24 | **Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS**. What are the issues?  What does valid and reliable assessment look like? Assessment bias. **Special Needs Assmt. Panel Presentations, Part 1.** | *(1) Preventing inappropriate referrals… (Garcia & Ortiz, 2004) (2) Is there a 'disability' for learning a foreign language? (Sparks, 2006) (3) Special Needs Assmt.  Readings List* *[on MyMason]* |
| 10 | 10/31 | **ASSESSING READING**.  Informal and Analytic Reading Inventories. Using assmt. results to direct instruction. **Special Needs Assmt. Panel Presentations, Part 2.** | *B & A, Ch. 9* |
| 11 | 11/7 | **ASSESSING WRITING.  SELF- and PEER ASSESSMENT**. Self-assessment & achievement. **Designing portfolios.**  *DEMO:  Self-Assessment Workshop.*  **Deadline for submitting all Special Needs Assessment Papers to TaskStream.** | *B & A, Chs. 6 (pp. 130-134, 144-145, 151-152) & Ch. 10* |
| 12 | 11/14 | **ASSESSING WRITING.**  Text structures. Dictation.  Standards-based assessment.  Using assessment data to direct instruction. | *B & A, Chs 4 & 10* |

| 13 | 11/21 | **GRADING POLICY & PRACTICE.** Converting rubrics into grades. Why Extra Credit is a bad idea. | *B & A, Ch. 12* |
| *14* | *11/28* | *No Class – Thanksgiving Holiday* | |
| 15 | 12/5 | **ASSESSMENT FOR ACCOUNTABILITY.** Standardized Test Scores. Appropriate & Inappropriate Test-Preparation. Test-taking strategies. **Course Evaluation Forms. Feedback Forms. Materials Release Forms.** *DUE Mon., Dec. 9: Classroom-Based Assessment Project.* | *B & A, Ch. 5* |

**Absences**

***PLEASE CALL ME AT MY OFFICE*** <u>***IF ON CLASS DAY***</u> *<u>you determine that you will be late to or absent from class</u>. Leave a message on my voicemail (993-2050).*

<u>If you know in advance</u> that, due to a prior commitment, you will need to miss a specific class session, please send me an email notifying me of your planned absence at least 48 hours before class.

<u>Your presence in each class session is highly valued, and since we only meet once a week, we need to hear from you</u>. Absence from class means you miss the presentation, peer feedback, and/or group discussion, and we miss your contribution to the session. *Students <u>absent twice</u> may have their final grade reduced by one letter grade. Students <u>missing 3 or more class sessions</u> (regardless of the reason) may receive an F in the class. That's how important your attendance is. This policy was developed with input from previous graduate students taking this course.*

## Important Dates

Sept. 3      Last day to ADD or DROP a course without financial penalty
Sept. 27     Final Drop Deadline

**Course Withdrawal with Dean Approval**

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's Academic Dean (Dr. Ellen Rodgers), and is permitted only for **nonacademic** reasons that prevent course completion. (Mason catalog).

**Printable Map of GMU Fairfax Campus – Updated Summer 2013**

http://info.gmu.edu/Maps/FairfaxMap13lttrColor.pdf

> *"…we cannot simply say*
> *'This test is valid.'*
> *Rather, we must say,*
> *'This test is valid for this particular*
> *interpretation and this particular*
> *group."*
>
> Gay, Mills, & Airasian,
> *Educational Research* (2009)

> *"…it is only through authentic*
> *assessment that real validity*
> *can be obtained."*
>
> Jim Cummins in O'Malley & Valdez
> Pierce, *Authentic Assessment for*
> *English Language Learners* (1996)

> *"Those who are using the tests for gate-keeping purposes…*
> *would do well to consider multiple measures before*
> *attributing infallible predictive power to standardized tests."*
>
> Brown & Abeywickrama, *Language Assessment* (2010)

**Active, Attentive Class Participation Expectations**

Each graduate student is expected to participate actively in lectures, presentations, and group tasks each week by asking relevant questions or contributing ideas or personal experiences that move the discussion topic forward. Please do not bring any materials to class that will distract others or the instructor or engage in activities that indicate you are not actively involved in the class discussion (listening is an active skill, too, but we need to hear your voice). Please

do not bring meals into the classroom.

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**Teachers of English to Speakers of Other Languages (TESOL) &
Council for the Accreditation of Educator Preparation (CAEP)**

*TESOL Professional Standards for
ESL PreK-12 Teacher Licensure (2010)*

**Domain 1: Language**

**Domain 2: Culture**

**Domain 3: Planning, Implementing, & Managing Instruction**

*Domain 4: Assessment*

**Domain 5: Professionalism**

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# DOMAIN  4:  ASSESSMENT

**Standard 4.a. Issues of Assessment for English Language Learners**
Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

**Standard 4.b. Language Proficiency Assessment**
Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction.  They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.

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

To see detailed descriptions of TESOL Domains, Standards, performance indicators, and rating scales, please see the entire document  at:
http://www.tesol.org/docs/books/the-revised-tesol-ncate-standards-for-the-recognition-of-initial-tesol-programs-in-p-12-esl-teacher-education-(2010-

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**American Council on the Teaching of Foreign Languages (ACTFL) &
Council for the Accreditation of Educator Preparation (CAEP)**

## *ACTFL Program Standards for the Preparation of Foreign Language Teachers (2013)*

**Standard 1:**        **Language proficiency**

**Standard 2:**        **Cultures, Linguistics, Literatures, and Concepts from other Disciplines**

**Standard 3:**        **Language Acquisition Theories & Knowledge of Students and their Needs**

**Standard 4:**        **Integration of Standards in Planning & Instruction**

*Standard 5:*          *Assessment of Languages & Cultures – Impact on Student Learning*

**Standard 6:**        **Professional Development, Advocacy, & Ethics**

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**Standard 5:  Assessment of Languages and Cultures – Impact on Student Learning**

Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate

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To see detailed descriptions for ACTFL Standards, performance indicators, and scoring rubrics, please see the entire document  at:

http://www.actfl.org/sites/default/files/pdfs/ACTFL-Standards20Aug2013.pdf

## Assessment of Course Projects

In assessing your work, my goals are to determine the extent to which you have met the **standards and criteria** for performance, to provide you with **feedback** for improvement, and to be as **fair and objective** as possible.

1.  Each graduate student's project will be assessed using the **criteria** specified in the Scoring Rubric for each project. To assess each project, I conduct a blind, criterion-referenced assessment; I do not know the identity of the author of the project I am rating. I assign a rating on the merits of the project itself as it compares to the criteria specified in the scoring rubric. This is why <u>it is very important that you meet each criterion on the Scoring Rubric </u>(from Greek, it's *one criterion, two criteria*). I will most likely not know your identity until after I have finished reading all projects and begin to record the scores.

2.  I will provide each of you with individual **feedback** on your projects. This feedback will not only reflect the extent to which you have met the standards for performance but also<u> how you can do better on your next project</u>. The feedback may include suggestions for improving critical thinking, linking assigned readings to your project, elaborating on implications, or improving writing skills for graduate level work. If you need clarification on my ratings or feedback, let me know.

3.  To ensure **fairness**, I will cover your name on the cover page and assign your project a numerical code. This helps maintain anonymity and fairness in the rating process. You can help me achieve my fairness goal by <u>putting your name on the cover sheet **ONLY** and not on any other page of your paper.</u> I use blind assessments to eliminate potential bias on my part and to be as fair to you as I can. To protect your identity, do not make your paper look distinctive in any way (fancy fonts, colorful cover pages, etc.) If you have any suggestions as to how I can make the assessment process fairer, please let me know.

## 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 -'" 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. This means they are mostly subjective and not debatable.]* 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.

A grade of C earned in a GMU graduate course is considered "Unsatisfactory/Passing". Students enrolled in the M. Ed. in Curriculum and Instruction, Concentrations in English as a Second Language, Foreign Language, or Multilingual/Multicultural Education must earn a B or higher in all licensure course work. Those receiving a grade of B- or lower in this course must retake the course.

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.

**Other Assessment Issues**

***Late projects:*** If you need to request an extension of time to turn in a project, please **CALL or EMAIL ME BEFORE THE DUE DATE (not ON the due date)**. No more than one late project will be accepted from each student.

***Revising Papers:*** I will be happy to give you specific feedback on your project drafts only if you *contact me at least a week before the due date*. Once your project has been turned in, scored, and returned to you, please do not ask for additional opportunities to revise it.

***Plagiarism***: Plagiarism is using an author's exact words as they appear in print without using quotation marks and/or without citing the author in your paper. Plagiarism is unethical and illegal and goes against the GMU Honor Code. ***Evidence of plagiarism will result in a rating of 1 or F and a note to the Dean's office. Avoid using authors' exact words at all***; instead, paraphrase in your own words. Your papers are too short to submit somebody else's words.

***Double dipping***: Projects or papers submitted for credit in one course cannot also be submitted for a grade in a different course.

***Grade Incompletes (IN)***: **Are not automatically assigned and are discouraged**. If you need to request an Incomplete grade, you will need to show serious cause for this request (see Graduate Catalog). I will review your status in this course to determine whether or not to grant your request.

**About your Current Teaching Status**

To fulfill the requirements of this course, you will *definitely need to have direct access to students* and instructional and assessment materials in classroom settings. You should work with *at least 5 students* in this classroom.  Here are some possible scenarios:

1.  **You are currently teaching or working as an Instructional Aide in an ESL/FL/Immersion** classroom on a part- or full-time basis.  You can work with these students to meet course requirements.

2.  **You are NOT currently teaching in a classroom** with 5 or more students.  You will need access to curriculum and assessment materials and students.  Some options include:

A.  Volunteer to help *a teacher you already know* in Category 1 above (perhaps from previous field experiences) with assessment activities in exchange for your assisting with her students.  This has been a successful approach for many students.  On average, plan on spending 2 - 4 hours per week with your teacher*. **Do NOT, under any circumstances, approach a teacher or school system on your own . GMU wants to make the placement for you, so let me know if you choose this option.***

B.  Get a job as a long-term substitute teacher in ESL (for ESL teacher candidates) or FL (for FL teacher candidates) for at least 5 – 10 weeks.  Work with the needs of these students to meet course requirements.

C. Team up with someone in this course who is ALREADY TEACHING in a PREK – 12 setting and is willing to share his/her students with you.

**If you are in Teaching Category 2 above**, *let me know by email as soon as possible (but no later than the 3rd week of class)* the names of the teachers with whom you will be collaborating or the arrangements you have made to have access to a class of students.

**If you are in Teaching Category 1 above**, please consider inviting teachers from this class who are in Category 2 to work with you and your students.

**Guidelines for Working in Teams**

1.  Teachers who want to work together as a team need to discuss carefully each team member's role in the project.  <mark>Each of you should take a lead role</mark>, but you should not proceed without getting feedback from your team members and informing them of your progress, consulting them for ideas, and so on.  Taking a lead role means that you will be the person primarily responsible for a particular task; <mark>*it does not mean that you will be doing all the work alone.*</mark>  In some cases, team members may decide to take two lead roles each.  Draft an agreement specifying each team member's lead role and how and when each person will contribute to the team. *Submit your proposal to me as early as possible.*  Lead roles may include:

*   presenting assessment models and rubrics to the team for feedback;
*   identifying outside readings that can inform your project and sharing them with the team;
*   presenting ideas on how to address issues of validity and reliability;
*   drafting an outline of the team project; and
*   preparing the initial draft of the written report.

2.  *Check to see that at least one teacher on your team is currently in a classroom setting and has three or more years of full-time teaching experience.*  This is not required but will probably help the pre-service teacher create more meaningful assessments.

3.  If in any case *you find yourself doing all of the work for your team*, please ask your teammates to either do their part in a responsible, timely manner, or inform them that you would rather do your project independently.  (*I have heard of some cases where one teammate kept the other waiting and waiting until the last minute, and the waiting teammate ended up doing all the work.  This is not acceptable, and it's up to you to set working deadlines for your teammates.*)

**Team Process Assessment**

To provide your team and this instructor with feedback on your perceptions of how the team functioned as a unit, you will be asked to **complete and submit a Team Process Assessment form** (see next page).  With this form, you will indicate how each team member fulfilled his/her lead role as well as how you feel about how your participation contributed to the success of the group.  The Team Process Assessment form assures individual accountability of each team member and provides the instructor with insights as to how you perceive teammates' contributions.  This information will be confidential.  Your self-assessment and the assessment of teammates will be used to inform the rating assigned to each team member and/or the team.

**Scoring Procedures**

Members of each team will receive individual grades for the *Special Needs Assessment Paper & Panel* and team grades for other projects, unless they express a preference for individual grades for those, as well.

## TaskStream:

## Required Submission of CAEP Performance-Based Assessment (PBA)

Every student registered for any ESL or FL licensure course that requires a CAEP performance-based assessment is required to submit this assessment through TaskStream (regardless of whether a course is a required or an elective).

Evaluation of your performance-based assessment will be provided through TaskStream.

Failure to submit the assessment to TaskStream by the specified deadline will result in the course instructor reporting your course grade as Incomplete(*IN*).  Unless this grade is changed upon completion of the required TaskStream submission, the *IN* will convert to a grade of *F* nine weeks into the following semester.

The CAEP Performance-Based Assessment for this course is the

*Special Needs Assessment Paper & Panel Presentation.*

## File-Naming Protocol

In this course, please name each file submitted for feedback, for a score or for a grade using the following protocol:

LAST NAME_FIRST INITIAL_Requirement Name * 021213
                                         (Month Day Year of Date Submitted)

*EXAMPLE:*

VALDEZ_L_CBA Project * 110513

# Scoring Rubrics
# for REQUIRED Course Projects

# Analytic Scoring Rubric for Language Proficiency Assessment Presentation

Names:          Date:    TOTAL SCORE:

| Score Points  Domain | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Description** | Does not describe target population or components of procedure or test. | Describes target population and components of test incompletely. | Describes target population and components of test inaccurately. | Clearly describes target population and components of test. |
| **Critical Analysis** | Does not conduct an analysis. | Conducts an incomplete AND inaccurate analysis. | Omits key limitations or describes rather than analyzes. | Conducts a thorough, accurate analysis and justifies and supports points made. |
| **Validity & Reliability** | Does not evaluate validity or reliability of test. | Evaluates both validity and reliability incorrectly. | Evaluates either validity or reliability with some inaccuracies. | Accurately evaluates test items and scoring procedures for content, construct, and consequential validity and various types of reliability. |
| **Clarity** | Communicates information in organized manner, but leaves out required information, uses few assessment terms, and/or is unable to respond to questions. | Communicates information in organized manner, but may leave out required information or assessment terminology or fail to respond to questions. | Communicates information in well-organized manner, but may be too detailed or need clarification, omit assessment terminology, or respond to questions inaccurately or incompletely. | Clearly communicates information in well-organized, concise, and unambiguous manner, using assessment terminology and responding to questions about the tool, process, or analysis. |
| **Recommen-dations** | Does not make recommendations for improving the | Makes recommendations that do not improve the | Makes recommendations that are not research-based | Explains and justifies research-based recommendations for |

| | test. | test. | or does not explain or justify them. | improving the test. |
|---|---|---|---|---|

*All 4s = total score of 4.0 or A.  Every box below a 4 reduces score by .20 points.*

## Feedback on reverse side

## Analytic Scoring Rubric for Special Needs Language Assessment Paper & Panel***CAEP PBA

Name:                          Date:                          Score*:

| Score / Domain | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Purpose of Assessment** | Does not explain differences or only describes various types of assessment purposes, including those for identifying learning disabilities and gifted and talented characteristics. | Incompletely AND inaccurately explains differences between various types of assessment purposes and how assessment of learning disabilities and gifted and talented characteristics differs from classroom-based assessment. | Explains differences between various types of assessment purposes and how assessment of learning disabilities and gifted and talented characteristics differs from classroom-based assessment, with some inaccuracies or incompletely. | Clearly explains differences between various types of assessment purposes and how assessment of learning disabilities and gifted and talented characteristics differs from classroom-based assessment. |
| **Diagnosis of Language vs. Special Needs** | Does not explain a diagnostic process for determining language proficiency levels before conducting special needs assessment. | Explains, with numerous inaccuracies or incompletely or with lack of clarity, a diagnostic process for determining language proficiency levels before conducting special needs assessment . | Explains, with some inaccuracies or generalities, a diagnostic process for determining language proficiency levels and its importance prior to conducting assessments for special needs (learning disabilities or giftedness). | Accurately explains a diagnostic process for determining language proficiency levels and its importance prior to conducting assessments for special needs (learning disabilities or giftedness). |
| **Validity & Reliability** | Does not explain validity or reliability and fails to use this information in deciding when to use the measure. | Explains validity AND reliability inaccurately and/or incompletely but may use this information appropriately in deciding when to use the measure. | Explains validity OR reliability inaccurately or incompletely but uses this information appropriately in deciding when to use the measure; may not review required number of tests. | Thoroughly and accurately explains construct, content, and consequential validity and test-retest or intra- or inter-rater reliability of assessment tools and uses this information appropriately in evaluating accuracy of the measure. |

| | | | | |
|---|---|---|---|---|
| **Equity Issues** | Does not explain issues of cultural, linguistic, or test (format) bias or propose appropriate accommodations. | Inaccurately and incompletely explains issues of cultural, linguistic, or test (format) bias and may propose inappropriate accommodations. | May explain issues of cultural, linguistic, or test (format) bias with some inaccuracies or incompletely or propose accommodations that are inappropriate. | Accurately explains issues of cultural, linguistic, or test (format) bias and proposes accommodations that ensure language learners are equitably evaluated. |
| **Panel Discussion** | Does not describe commonalities and differences among articles reviewed AND/OR does not engage class in discussion. | Incompletely AND inaccurately describes commonalities and differences among articles reviewed OR does not engage class in discussion. | Incompletely OR inaccurately describes commonalities and differences among articles reviewed or does not engage class in active discussion. | Clearly articulates commonalities and differences among articles reviewed by panel and engages class in actively discussing them. |

*All 4s = total score of 4.0 or A.  Every box below a 4 reduces score by .20 points.*

## Feedback:

# Analytic Scoring Rubric for Classroom-Based Assessment Project

*Name:*                                               *Date Scored:*

*Score\*:*

| Score Points Domain | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Design & Administration** | Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools. Uses language that is vague and subjective and does not differentiate one level from another. | May adapt and administer assessments based on either language or content objectives, but some may not be performance-based or contain inaccuracies. Uses language that is vague and/or subjective or does not effectively differentiate one level from another. | Adapts or designs and administers criterion-referenced, performance-based assessments based on language and content objectives with some inaccuracies OR uses descriptive language with some vague or subjective terms but ensures differentiation between one level and another. | Accurately adapts or designs and administers the required variety of tasks and criterion-referenced, performance-based assessments of both language and content based on state standards and classroom instruction and matches scoring criteria to learning objectives. Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another. |
| **Justification** | Does not provide a rationale or justification for adapting each assessment tool. | Provides few details in rationale, little justification for adapting each assessment tool, does not revise tools from pre-to post-test, and/or needs extensive elaboration. | Provides a defense for using some tools but not for others OR does not revise tools with supporting explanation OR needs elaboration. | Provides specific reasons for choosing each assessment tool format, making each appropriate to the target group and assessment purpose, and revises pre-tests to be used as post-tests, providing a supporting explanation for each revision. |

| | | | |
|---|---|---|---|
| **Scaffolding** | Most assessment tools lack appropriate scaffolding. | Does not use a variety of scaffolding approaches and/or uses scaffolding that does not match the proficiency level of the target students. | Uses a variety of scaffolding approaches, but does not add scaffolding to some assessment tools, or scaffolding does not match the proficiency level of the target students. | Uses a variety of scaffolding approaches for each assessment task and tool, and these match the language proficiency level of target students and enable them to show what they know. |
| **Validity & Reliability** | Does not address issues of validity and reliability. | Does not address issues of validity or reliability or addresses them incorrectly. | Addresses issues of validity or reliability with some inaccuracies or incompletely. | Accurately and thoroughly explains how design of each assessment tool ensures construct, content, and consequential validity and intra-rater reliability. |
| **Analysis of Teaching Impact & Design** | Does not analyze results. | Only briefly describes results and needs elaboration, or arrives at conclusions and recommendations without evidence from test results, and/or analyzes results inaccurately. | Analyzes pre- to post-test score changes with some inaccuracies or for only some assessment tools, may need elaboration on how pre-test results were used to drive instruction or how post-test results show impact of teaching, and/or specifies next steps for either instruction or program placement based on what students learned. | Accurately analyzes pre- to post-test score changes on each assessment tool, explains how pre-test scores were used to direct instruction, explains level of teaching impact, and specifies next steps in instruction and program level placement based on what students have learned. |

*All 4s = total score of 4.0 or A.  Every box below a 4 reduces score by .20 points.*

*Feedback:*