



FAST TRAIN Programs

**EDCI 520 6F1 [CRN: 42164]  
ASSESSMENT OF LANGUAGE LEARNERS  
SUMMER 2014  
July 16<sup>th</sup> – July 25<sup>th</sup>**

West 1008	3 Credit Hours, Sec. 601
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**COURSE DESCRIPTION**

This course 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 OVERVIEW**

EDCI 520 provides an introduction to basic principles and current, innovative approaches to **classroom-based assessment of language learners in ESL, bilingual education, foreign language, and grade-level classrooms in grades PK-12, adult education, and university programs**. The principles introduced in this course *are also applicable to native speakers of English in general education classrooms*.

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

### **COURSE DELIVERY**

Course delivery is accomplished in a combination of ways in order to meet the needs of all learners and learning styles. Methods of instruction include teacher led class discussion, small group activities, student led discussions of selected research topics, database search of research-based articles and online posting of results. It also includes presentations, videos, webcasts, cooperative learning activities, hands-on field experiences, power point presentations, technology integration, discussion boards, and wikis. The course is delivered face to face and some of the work will be delivered through the Blackboard 9.1™ web-based course management system.

### **REQUIRED TEXT**

Brown, H.D. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Education

### **STUDENT OUTCOMES & PROFESSIONAL STANDARDS**

Students completing EDCI 520 will be able to:

1. **Compare purposes, advantages, and limitations** of standardized tests to those of alternative assessments; compare purposes, advantages, and limitations of standardized tests to those of alternative assessments;
2. **Define concepts and terminology** used in traditional assessment and in innovative approaches to assessment;
3. **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);
4. **Identify issues in assessment of language learners with special needs**, such as learning disabilities and/or gifted and talented;
5. **Critically examine and develop assessment procedures and tools** for (a) the four domains (listening, speaking, reading, and writing) and (b) the content areas;
6. **Link assessment to instruction** by designing a variety of assessments that are embedded within instructional activities;
7. **Draft clear and objective performance criteria** for language learning;

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

9. **Draft a student assessment portfolio** and involve learners in self-assessment;

10. **Prepare language learning students to take standardized tests**

## **RELATIONSHIP TO PROGRAM GOALS & PROFESSIONAL ORGANIZATIONS**

EDCI 520: Assessment of Language Learners is a three-credit course designed for graduate students seeking a master's degree in Curriculum and Instruction, with tracks in bilingual/multilingual and multicultural education, foreign language education, and teaching English as a second language and/or ESOL endorsement. It is one of the master's degree and licensure programs and is required of all program participants. It primarily reflects the Core Values of *Research Based Practice* and *Social Justice* of CEHD. The relationship of EDCI 520 to GMU–GSE **program goals** is as follows:

1. *Diversity*. Learn the basic concepts and develop the necessary skills to successfully assess learners of differing linguistic and cultural backgrounds.
2. *Classroom teaching*. Candidates should be able to understand that there are multiple paths to learning and demonstrate skills and competency in assessing students from different linguistic backgrounds and varying learning styles.
3. *Democratic principles*. Candidates should be able to adopt assessment practices, which reflect democratic principles and support creating and sustaining democratic Culturally Linguistically Diverse (CLD) learning environments.
4. *Knowledge base for teaching in diverse and inclusive classrooms*. Candidates will learn the fundamental concepts pertaining to the assessment of CLD students.
5. *Utilization of research*. Candidates will critically evaluate theories of bilingual education and second language acquisition and engage in systematic investigations of the knowledge base to inform their own or others' language and content assessment practices for CLD students.
6. *Curriculum*. Candidates will develop the skills needed to design, implement, and evaluate programs to enable them to work comfortably with students from different linguistic backgrounds.

### **Academic Standards:**

Licensure courses are aligned with TESOL/NCATE *Standards for the Accreditation of Initial Programs in P-12 ESOL Teacher Education* as well as with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, which represent those principles that should be present in all teaching environments, regardless of the subject or grade level, and serve as a framework for the systematic reform of teacher preparation and professional development programs. The standards aim to provide consistency in teacher education programs across the

United States in terms of what ESOL teachers need to know and can do (i.e., knowledge, skills, and dispositions to effectively teach of culturally and linguistically diverse students).

Effective teachers of all disciplines, subjects, and grade levels model and apply the National Education Technology Standards for Teachers (NETS·T) as they design, implement, and assess learning experiences and as they engage students in the classroom to enhance and support learning while they provide positive models for ethical and effective use of technology to students, colleagues, parents, and the community. Evidence of the degree to which the academic standards have been met is compiled in a program participant's Professional Development Portfolio (refer to PDP Guidelines) throughout the licensure component of the program.

**TESOL/NCATE and NETS-T Standards Addressed:**

1. **TESOL Domain 1. Language** - Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English language learners' (ELLs') develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated.

a. *Standard 1.a. Language as a System* - Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics, and support ELLs as they acquire English language and literacy in order to achieve in the content areas.

2. **TESOL Domain 2. Culture** - Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

a. *Standard 2.a. Nature and Role of Culture* - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

3. **TESOL Domain 3. Planning, Implementing, and Managing Instruction** - Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

a. *Standard 3.a. Planning for Standards-Based ESL and Content Instruction* - Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

4. **TESOL Domain 4 – Assessment** - Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.

a. *Standard 4.a. Issues of Assessment for ESL*. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between

language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.

b. *Standard 4.b. Language Proficiency Assessment.* Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

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

**5. TESOL Domain 5. Professionalism** - Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with colleagues and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

a. *Standard 5.b. Professional Development, Partnerships, and Advocacy* - Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

**6. NETS-T Standard 1 - Facilitate and Inspire Student Learning and Creativity:** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. [NETS-T 1b].

**7. NETS-T Standard 2 - Design and Develop Digital Age Learning Experiences and Assessments:** Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes, identified in the NETS-S. [NETS-T 2a, 2b, 2c, 2d].

**8. NETS-T Standard 3 - Model Digital Age Work and Learning:** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. [NETS-T 3a, 3b, 3d].

**9. NETS-T Standard 5 - Engage in Professional Growth and Leadership:** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. [NETS-T 5c].

### **Relationship of EDUC 520 to INTASC Principles:**

*Principle #1:* The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

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

*Principle #4:* The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

*Principle #5:* The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

*Principle #6:* The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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

### **Relationship of Assignments to Standards:**

<i>Assignment</i>	<i>Grade Value in Points</i>	<i>TESOL Standards</i>	<i>NETS-T Standards</i>
Class Participation	15	1a, 2a, 3a, 4a, 4b, 4c, 5b	1b, 3a, 3d, 5c
Language Assessment Round Table Presentation	25	1a, 2a, 3a, 4a, 5b	1b, 2a, 2b, 2c, 3b, 3d, 5c
Scaffolding Project	20	1a, 2a, 3a, 4a, 4b, 4c	1b, 2a, 2b, 2c, 2d, 3b, 3d
Field Experience	10	2a, 3a, 4a, 4b, 4c, 5b	1b, 2a, 2b, 2c, 2d, 3b, 5c
Classroom-Based Assessment	30	1a, 2a, 4a, 4b, 4c	1b, 2a, 2b, 2c, 2d, 3c, 3d, 5c

### **RECOMMENDED READINGS**

Anderson, L. W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*. Lawrence Elbaum

Falk, B. (2000). *The heart of the matter: Using standards and assessment to learn*. Heinemann

Grassi, E.A. & Barker (Bulmahn) H.B. (2009). *Culturally and linguistically diverse exceptional students: Strategies for teaching and assessment*. Sage

Hughes, A. (2003). *Testing for language teachers*. (2nd ed). Cambridge University Press

McMillan, J. H. (2010). *Classroom assessment: Principles and practice for effective standards-based instruction (5th ed.)*. Pearson

Nitko, A. J. (2010). *Educational assessment of students (6th ed.)*. Pearson

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

Popham W. J. (2011). *Classroom Assessment: What Teachers Need to Know*. (6th ed.). Pearson

Stiggins, R.J.& Chappuis, J. (2011). *An introduction to student-involved assessment FOR learning (6th ed.)*. Pearson

Valdes Pierce, L. (2003). *Assessing English language learners*. Student Assessment Series. National Education Association

## **COURSE REQUIREMENTS, ASSIGNMENTS and GRADING**

*Performance Based Assessment (PBA) Requirements:* All FAST TRAIN licensure courses have required PBAs. The required PBAs for this course are: ***Classroom Based Assessment Project***, and the ***Field Experience Log*** and ***Evaluation Forms***. These PBAs must be posted to TaskStream where they will be reviewed and graded. [See FAST TRAIN Resources website at: [http://fasttrain.gmu.edu/resources/taking\\_courses](http://fasttrain.gmu.edu/resources/taking_courses) ].

### **A. COURSE ATTENDANCE and PARTICIPATION** (15 points)

Participation is expected of each student in every class. You are expected to arrive in class on time and to actively contribute to the activities and discussions by critically analyzing issues, asking questions, or making observations about and reflecting on the readings indicating your thorough preparation for the class. You are responsible for all assigned coursework and readings. If there is an emergency that affects your attendance, please inform the professor prior to the absence. It is your responsibility to obtain copies of any materials distributed in any class you may have missed. The guidelines and expectations for Class Participation are outlined in detail in the “***Course Requirements and Assignments***” document and are posted on Bb.

### **B. FIELD EXPERIENCE - CULTURALLY APPROPRIATE and RESPONSIVE TEACHING PRACTICES** (Hours Required: 20; 10 points)

In order to achieve the EDCI 520 Field Experience objectives, participants will engage in a minimum of 20 hours of school-based field experiences. Students will engage in observations, interactions with students, and teacher interviews in the school setting regarding the use of culturally responsive teaching methods. During their field experience students will keep a professional reflection journal to record findings and lessons learned. They can use their recordings from their journal for class discussions and reflections when they comment and respond to the discussion board. Students must document the 20 hours of field experience using the ***Fieldwork Log of Hours Form*** and the ***Evaluation Form*** available on the FAST TRAIN website: <http://fasttrain.gmu.edu/current-students/field-req/>. This is a **PBA and the Log and Evaluation Forms should be submitted to TaskStream**. The guidelines for the Field Experience are outlined in detail in the “***Course Requirements and Assignments***” document and are posted on Bb.

### ***C. LANGUAGE ASSESSMENT ROUND TABLE PRESENTATION*** (25 points)

In small groups, you will be assigned a topic of language assessment from the textbook, *Language Assessment: Principles and Classroom Practices* by Brown, D.H. and Abeywickrama, P. (2010). You will also select two more readings (peer reviewed articles or studies) on the same topic and a related language performance based assessment that is being used in your school or district. Based on your study, analysis, and research of your topic you will prepare a Round Table presentation/demonstration of your findings using technology and hands-on activities to the class. You will prepare a set of activities, strategies, handouts and materials to share with your peers to inform them about your language assessment research topic and help them prepare to effectively implement what they have learned from your presentation in their own classroom. The guidelines for this assignment are outlined in detail in the “***Course Requirements and Assignments***” document and are posted on Bb.

### ***D. SCAFFOLDING PROJECT*** (20 points)

In this assignment, you will apply the principles of scaffolding to assessment activities and scoring criteria to match students’ language proficiency level. Choose a performance-based assessment activity and the scoring criteria for assessing the students’ work and add scaffolding to the assignment and assessment. The activity and scoring criteria are preferably ones that you designed for your own students before taking this course; however if you do not have anything, I can provide an assessment activity to you.

### ***E. CLASSROOM BASED ASSESSMENT PROJECT (CBA)*** (30 points)

In this assessment, you will use your knowledge of the issues and concepts of assessment of ELLs to create, implement and evaluate at least two assessment instruments in a language learning classroom. [TESOL standards addressed in this assignment are 1.a, 2.a, 4.a, 4.b, 4.c.]. For this project, you will identify an assessment need of an ESL classroom (using your own classroom or working with a cooperating teacher) and discuss the level/age/grade/content you will be assessing. You will select two assessments, one language based assessment and one performance-based assessment in the content area that will evaluate the identified assessment need. You will find ways in which you will scaffold the assessments to your language learners’ age and proficiency levels. You will implement each assessment with a minimum of five language learners and collect data. You will then analyze the results of your assessments to identify their validity and reliability. You will compose a report and submit it, along with your complete assessments. This is a **PBA and the Log and Evaluation Forms should be submitted to TaskStream**. The guidelines for the CBA Project are outlined in detail in the “***Course Requirements and Assignments***” document and are posted on Bb.

## **GRADING**

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



Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

For more information see: <http://jju.gmu.edu/catalog/apolicies/gradstandards.html>

*Incomplete (IN):* This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including the summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of 'IN' is changed by the registrar to an 'F'. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

### TASKSTREAM REQUIREMENTS

Every student registered for any Curriculum and instruction course with a required PBA is expected to submit it to TaskStream (regardless of whether the course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the PBA by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

All assignments are due on the date indicated in the syllabus. ***Projects must be submitted to the TaskStream portal no later than 5:00pm EST on the due date. Late assignments will not be accepted*** unless there is a prior arrangement made between the student and the professor and only in exceptional circumstances for non-academic reasons beyond reasonable student control. Projects or papers submitted for credit in one course cannot be used for a grade in a different course, even they have been revised. It's unethical.

### GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. 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.
- d. 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 [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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 [See <http://writingcenter.gmu.edu/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times. [See <http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf>]

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/> ].

## **ABSENCES**

FAST TRAIN students are expected to attend *all* class periods for face to face courses and participate every week on the discussions and activities for online courses for which they registered. Only approved (see Mason catalog) absences will not result in a grade penalty.

## **COURSE WITHDRAWAL WITH DEAN APPROVAL**

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

## **PLAGIARISM**

Avoid plagiarism, which is using an author's words without citing the author in your paper. Please review APA (6th edition) citation guidelines in order to correctly cite your sources. Plagiarism is unethical and illegal and violates the GMU Honor Code. It is grounds for dismissal from the program and from GMU.

## **DOUBLE DIPPING**

Projects or papers submitted for credit in one course cannot also be used for a grade in a different course.

## **TECHNOLOGY INCLASS**

Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session. Students may use laptops unless specifically directed by instructor to not do so during class.

## **PROFESSIONAL DISPOSITIONS**

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

## **CORE VALUES COMMITMENT**

The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [See <http://cehd.gmu.edu/values>].

## **ABOUT YOUR CURRENT TEACHING STATUS**

To fulfill the requirements of this course, you will need direct access to students and instructional and assessment materials in classroom settings.

1. You are currently teaching 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 currently teaching in a classroom, but not with ESL/FL/Immersion students. You will need to talk with teachers in one of these settings and observe their students.
3. You are not currently teaching in a classroom. 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. This has been a successful approach for many students.
  - b. Work as a substitute teacher in Category 1 on a short or long-term basis. Work with the needs of these students to meet course requirements.
  - c. Team up with someone in this course who is willing to share his/her students with you.

## **GUIDELINES FOR WORKING IN TEAMS**

Teachers who want to work together as a team need to discuss carefully each team member's role in the project. Each of you should take a lead role, but you should not proceed without getting feedback from your team members and informing them of your progress, consulting them for ideas, and so on. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each.

Lead roles may include:

- Presenting assessment models and rubrics to the team for feedback;
- Identifying outside readings that can inform your project and sharing them with the team;
- Presenting ideas on how to address issues of validity and reliability;
- Drafting an outline of the team project; and
- Preparing the initial draft of the written report.

Members of each team will receive the same team grade.

## **Scaffolding Project**

### **Purpose**

To apply the principles of scaffolding to assessment activities and scoring criteria to match students' language proficiency level.

Add scaffolding to a performance-based assessment activity and to scoring criteria for assessing the students' work. The activity and scoring criteria are preferably ones that you designed for your own students before taking this course; however if you do not have anything, I can provide an assessment activity to you.

### **Project Guidelines**

1. Take a performance-based assessment activity such as a story retelling, an oral report, or some other sort of project. Performance-based assessment requires students to listen, speak, read and/or write to demonstrate their content knowledge and competence in the language. Add scaffolding to the assessment activity and scoring criteria that will reduce the language demand on the students. Make as many modifications as possible to make the content accessible to beginning or intermediate language learners.
2. In your Scaffolding Project narrative, provide an introduction to the assessment activity and scoring criteria you scaffolded, followed by a description. First, identify the limitations and the obstacles they pose to language learners. Then, explain the scaffolding that you added to the assessment activity and scoring criteria. For example, if you simplified the language, explain in detail (and with examples from the activity itself) how you did this. Use subheadings naming each activity.
3. Some things to think about regarding scoring criteria. What dimensions or categories will you be assessing your students on? Justify how you came up with your scoring criteria, including the number of points to be used. Explain how you will rate student work using the criteria. This project will be evaluated primarily on the scaffolding you provide rather than on the validity and reliability of the scoring tool.
4. Use citations from the assigned readings to justify all modifications that you make to the assessment activity. Do not use the authors' exact words or use quotes from the books. Use your own words (paraphrase). Use APA Style.
5. Write a conclusion summing up your reflections and what you learned.

## **Other Considerations**

- Use APA style.
- Your narrative should not exceed six double-spaced pages. You may include as many appendices as you need. Attach and clearly label each of the following:
  - Your own original assessment activity and scoring criteria
  - The revised activity and scoring criteria
- Exceeding the page limit may affect your grade. Proofread your narrative carefully for stylistic and formatting errors. I encourage you to have someone you trust read your paper for you before you hand it in.
- For examples of Scaffolding Projects from prior semesters' classes, see Blackboard.

**Due on Friday, July 25, 2014**

**Please post this assignment in MyMason.**

## Classroom-Based Assessment

### Description of Assessment

In this assessment, you will use your knowledge of the issues and concepts of assessment of ELs to create, implement and evaluate at least two assessment instruments in a language learning classroom.

### You will:

- Identify an assessment need of an ESL classroom (using your own classroom or working with a cooperating teacher) and discuss the level/age/grade/content you will be assessing
- Identify two assessments, one language based assessment and one performance-based assessment in the content area, that will evaluate the assessment need identified
- Identify ways in which you have scaffolded the assessments to your language learners age and proficiency levels
- Implement each assessment with a minimum of five language learners and collect data
- Analyze the results of your assessment to identify the validity and reliability of the assessments
- Write a paper addressing the following questions below and submit it, along with your complete assessments. **The paper should be in APA format with 12 point font and one-inch margins.**

### TESOL Standards Assessed

Domain 2(a) - Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Domain 4(a) - 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) - 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) - Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

## **Classroom-Based Assessment Instructions:**

**Step one:** Identify and provide a brief context for the classroom in which you plan to implement the assessments.

1. What are some of the unique characteristics and challenges of your classroom and how do they affect assessment on a day-to-day basis?
  - a. Be sure to provide basic classroom set up and descriptions of your language learners, including language proficiency, educational background, and cultural values influencing the learning environment. (TESOL Domain 2a, 4a)

**Step two:** Identify the two assessments that would be most appropriate for your language learning classroom.

1. What performance based assessment would be most appropriate for your learners?
  - a. How does this assessment fit with your assessment goals, program philosophy, and the content unit's conceptual framework? How does this assessment fit into the cultural context of your classroom? What prior knowledge/experience do students bring to this assessment process? (TESOL 2, 4c)
2. What language proficiency assessment would be most appropriate for your learners?
  - a. You may choose to adapt all or part of a national or international language assessment test or you may create your own assessment task that measures students' discrete and integrated language skills and their ability to use language communicatively. Consider national or international identification, reclassification, and/or exit requirements from language support programs as well as the cultural context of your classroom. How does this assessment identify reading, writing, speaking, and listening skills of ELs? What prior knowledge/experience do students bring to this assessment process? (TESOL 2, 4b)

**Step Three:** Adapt chosen assessments so that they are free of bias (cultural, linguistic), equitable, accurate, consistent and practical, and so that they include appropriate scaffolding for your language learners.

1. Identify how you have designed or adapted the assessments to be free of bias.
  - a. Prior to implementation, how did you design or change these assessments to insure they were free of cultural or linguistic bias? Based on the initial review of the assessment, how do you know they are fair, valid, reliable, and easy to administer? Cite references to support your claims. (TESOL 4a)
2. How are these assessments scaffolded to address the needs of all language learners being assessed?
  - a. Provide clear examples of how you addressed the needs of beginning and intermediate language learners. Cite references to support your claims. (TESOL 4a)



**Step Four:** Implement both assessments with language learners and collect data.

1. How did you implement the assessments and with whom?
  - a. Identify the students who completed the assessments. Were the assessments administered to all students or only some? Were these assessments formative or summative? (TESOL 4a, 4b, 4c)
2. What data did you collect from your learners?
  - a. Identify how you collected the data (interviews, observations, scores, etc). (TESOL 4a, 4b, 4c)

**Step Five:** Analyze data and identify ways to revise the assessments.

1. After reviewing your data, how well did your assessment accomplish your goals?
  - a. How would you revise the assessment tools or implementation based on the results of your implementation? Did the data show your assessments to be fair and reliable? (TESOL Domain 4a, 4b, 4c)
2. Do you feel you implemented the assessments effectively? What are some areas of strength and weakness of the assessment?
3. Did you share your findings with colleagues to provide more support to ELs?

### **Other Considerations**

- Use APA style.
- Your narrative should not exceed 12 double-spaced pages. You may include as many appendices as you need. Exceeding the page limit may affect your grade. Proofread your narrative carefully for stylistic and formatting errors. I encourage you to have someone you trust read your paper for you before you hand it in.

**Due ASAP upon completion.**

**Submit to TaskStream no later than March 15, 2015.**

## Analytic Scoring Rubric for Scaffolding Project

Domain Score Points	JUSTIFICATION	VARIETY	SCORING CRITERIA	REFERENCES	WRITING
4 Exceeds Standard	Accurately explains why all scaffolding used is appropriate to the learners' level of language proficiency.	Uses a variety of appropriate scaffolding approaches, and these improve the assessment tool.	Develops scoring criteria that capture main elements of learning objectives.	Makes accurate, appropriate, and sufficient references to assigned readings to support scaffolding.	Produces a well organized, clearly written narrative with few errors in punctuation, grammar, syntax, or APA format.
3 Meets Standard	Explains why some scaffolding used is appropriate to the learners' level of language proficiency.	Uses a variety of scaffolding approaches, but may need additional scaffolding.	Develops scoring criteria that miss some of main elements of learning objectives.	Makes inaccurate, inappropriate, and/or insufficient references to assigned readings to support scaffolding.	Produces a well organized, clearly written narrative with some errors in punctuation, grammar, syntax, or APA format.
2 Approaches Standard — Unmet	Incompletely explains why scaffolding used is appropriate to the learners' level of language proficiency.	Uses a limited type of scaffolding approaches, and these do not improve the assessment activity/tool.	Develops scoring criteria that miss most or all of main elements of learning objectives.	Makes too few references to assigned readings to support scaffolding.	Produces a narrative that lacks clarity and contains frequent errors in punctuation, grammar, syntax, or APA format and needs elaboration.
1 Does Not Meet Standard	Fails to explain why scaffolding used is appropriate to the learners' level of language proficiency.	Uses only a single scaffolding approach or scaffolding approaches used do not improve the assessment activity/tool.	Omits scoring criteria for main elements of learning objectives.	Makes no references to assigned readings to support scaffolding.	Produces a narrative that lacks clear organization and contains numerous errors in punctuation, grammar, syntax, or APA format and/or writing contains evidence of plagiarism. (This alone will result in a rating of 1).

## Analytic Scoring Rubric for Classroom-Based Assessment

Category	TESOL Domain	1 Approaches Standard	2 Meets Standard	3 Exceeds Standard
Understand and apply cultural values and beliefs in the context of teaching and learning to develop appropriate assessment tools or activities	2a	Candidates are aware that cultural values have an effect on ELL learning but do not address this effect in assessments	Candidates plan assessments that reflects their knowledge of students' culture and how it impacts student learning	Candidates consistently design the assessments to allows students to share and apply cultural perspectives to meet learning objectives
Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriate to plan unit	4a	Candidates are aware of the various purposes of assessment but do not use assessment to plan instruction	Candidates understand the purpose of assessment and use it to create appropriate classroom activities	Candidates understand and can effectively use a variety of assessments to plan instruction that is scaffolded appropriately for all levels of ELLs
Demonstrate an understanding of key indicators of good assessment instruments	4a	Candidates are aware of technical aspects of assessment (e.g. validity, reliability) but do not use these tools to evaluate their assessments	Candidates identify ways to adapt assessments to ensure they are valid and reliable and use this knowledge to revise assessments before and after implementation	Candidates create assessment measures that are standards based, valid, and reliable and share these tools with colleagues as appropriate
Assess ELL's discrete and integrated language skills and their ability to communicate within a range of contexts	4b	Candidates used simple measures and a limited number of sources of information to assess ELL's individual language skills and communicative ability	Candidates assess ELL's discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing skills to communicate appropriate using performance based measures	Candidates create multiple performance-based measures to assess students language skills and communicate competence across the curriculum.
Integrate various instruments and techniques to assess content-area (e.g. math, science, social studies) for ELLs at varying levels of language and literacy development	4c	Candidates are aware of instruments and techniques to assess the content-area knowledge of ELLs but fail to incorporate these into the content assessment	Candidates use a variety of instruments, adaption techniques, and technology to assess ELL's knowledge in the content areas.	Candidate develop and adapt a variety of techniques and instruments when appropriate to assess ELL's content learning at all levels of language proficiency and literacy
Use performance-based assessment tools and tasks that measure ELLs language ability	4c	Candidates use only one performance based task to assess ELLs language and content-area learning	Candidates use a variety of performance performance-based assessment tools that measure ELLs progress	Candidate design performance-based tasks and tools to measure ELL's progress
Clearly and professionally communicate detailed self-reflection and analysis of the assessment process	5a, 5b	Candidate did not provide description and critical reflection of unit lesson planning process and made no connections to overall teaching practice. Extensive APA formatting errors prevent professional communication	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate provides clear connections between unit lesson planning and overall teaching.	Candidate provides well-written and detailed self-reflection and critical analysis. Candidate draws deep and extensive connections to overall teaching practice. Candidate shares this knowledge with larger community of colleagues to enhance teaching and learning in a broader context

## Class Schedule

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

Date	Topics & Assigned Readings
1 7/16/2013	<p><b>Class 1: INTRO TO THE COURSE.</b> Introductions, syllabus, sign up for groups for <b>LANGUAGE ASSESSMENT ROUND TABLE PRESENTATION.</b> What does assessment of English learners look like? Validity and reliability in assessment.</p> <p><b>Class 2: SCAFFOLDING ASSESSMENTS.</b> Scaffolding assessments. Scaffolding workshop. Scaffolding Project.</p> <p><b>Readings</b>     <b>Brown &amp; Abeywickrama, Ch. 1&amp;2</b></p>
2 7/17/2013	<p><b>Class 3: ASSESSMENT FOR INITIAL IDENTIFICATION AND PLACEMENT IN AN ESL PROGRAM. ASSESSMENT OF LANGUAGE PROFICIENCY.</b> Federal and VA state requirements. WIDA.</p> <p><b>Readings</b>     <b>Become familiar with WIDA Consortium and assessments by exploring <a href="http://www.wida.us">www.wida.us</a></b></p> <p><b>Class 4: DESIGNING EFFECTIVE RUBRICS</b></p> <p>Work in your <b>LANGUAGE ASSESSMENT</b> groups to plan activities.</p> <p><b>Readings</b>     <b>Brown &amp; Abeywickrama, Ch. 6</b></p>
3 7/18/2013	<p><b>Class 5: ASSESSMENT IN THE CONTENT AREAS.</b> Assessing content knowledge and the language of the content area. Differentiation in Assessment. Grading. Tips on writing multiple choice questions.</p>

	<p><b>Readings</b>     <b>Brown &amp; Abeywickrama, Ch. 3</b></p> <p><b>Class 6: STANDARIZED TESTING</b></p> <p><a href="http://www.youtube.com/watch?v=hSTzLILQx3c&amp;feature=related">http://www.youtube.com/watch?v=hSTzLILQx3c&amp;feature=related</a></p> <p>Work in your <b>LANGUAGE ASSESSMENT</b> groups to plan activities.</p> <p><b>Readings</b>     <b>Brown &amp; Abeywickrama, Ch. 4 &amp; 5</b></p>
4    7/21/2013	<p><b>Class 7: ASSESSMENT OF READING.</b> Assessing reading comprehension and strategies. Unwrapping the Standards.</p> <p><b>LANGUAGE ASSESSMENT ROUND TABLE PRESENTATION from READING GROUP.</b></p> <p><b>Readings</b>     <b>Brown &amp; Abeywickrama, Ch. 9</b></p> <p><b>Class 8: SCORING TOOLS.</b> Rubrics, checklists and rating scales.</p> <p><b>Readings</b>     <b>Handout--Stiggins, Arter, Chappuis &amp; Chappuis (pp. 200-207)</b></p>
5    7/22/2013	<p><b>Class 9: ASSESSMENT OF WRITING.</b> Issues in writing assessment. Using Anchor papers and rubrics to assess writing. Inter-rater reliability training session using holistic scoring rubrics.</p> <p><b>LANGUAGE ASSESSMENT ROUND TABLE PRESENTATION from WRITING GROUP.</b></p> <p><b>Readings</b>     <b>Brown &amp; Abeywickrama, Ch. 10</b></p>

	<p><b>Class 10: ASSESSMENT OF ORAL LANGUAGE.</b> Inter-rater reliability training using holistic scoring rubrics.</p> <p><b>LANGUAGE ASSESSMENT ROUND TABLE PRESENTATION from LISTENING GROUP.</b></p> <p><b>Readings</b> Brown &amp; Abeywickrama, Ch. 7</p>
6 7/23/2013	<p><b>Class 11: ASSESSMENT OF ELs WITH SPECIAL NEEDS.</b> What does valid &amp; reliable assessment look like?</p> <p><b>Readings</b> Article: English Language Learners with Disabilities (Available on Blackboard, in Class 11 and 12 folder)</p> <p>Article: Discarding the Deficit Model (Available on Blackboard, in Class 11 and 12 folder)</p> <p><b>Class 12: ASSESSMENT OF ORAL LANGUAGE</b></p> <p><b>LANGUAGE ASSESSMENT ROUND TABLE PRESENTATION from SPEAKING GROUP.</b></p> <p><b>Readings</b> Brown &amp; Abeywickrama, Ch. 8</p>
7 7/24/2013	<p><b>Class 13: ASSESSING GRAMMAR and VOCABULARY</b></p> <p><b>LANGUAGE ASSESSMENT ROUND TABLE PRESENTATION from GRAMMAR and VOCABULARY GROUP.</b></p> <p><b>Readings</b> Brown &amp; Abeywickrama, Ch. 12</p> <p><b>Class 14: SELF-ASSESSMENT and PEER ASSESSMENT.</b> The critical relationship between self-assessment &amp; achievement. Self-Assessment Workshop. Validity &amp; reliability revisited.</p> <p><b>Bring Scaffolding Project for Peer review.</b></p>

	<b>Readings     Brown &amp; Abeywickrama, Ch. 12</b>
8    7/25/2013	<p><b>Class 15: EVALUATING LEP PROGRAMS</b></p> <p><b>Readings     Measuring the Outcomes of LEP Programs (Available in Blackboard in Class 15 folder).</b></p> <p><b>Final Course Evaluation Forms. Materials Release Forms. GMU FAST TRAIN Course evaluations.</b></p> <p><b>DUE today: Scaffolding Project</b></p>

**The topics listed for each class meeting are subject to change at the instructor's discretion.**