

*George Mason University
College of Education & Human Development
Graduate School of Education
Multilingual/Multicultural Education Program*

EDCI 520 - Section 001
Assessment of Language Learners
3 Credits
Spring 2015

Class meets: Thursdays, 4:30 – 7:10 p.m., Thompson Hall, Rm. L004

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Office Hours	Mondays, 3:30 – 5 p.m. and by appointment
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Prerequisite(s): All candidates must have completed *EDCI 516 – Bilingualism & Language Acquisition Research*. ESL candidates need to also have completed *EDCI 519 – Methods of Teaching* (this course may be taken concurrently with written permission of course instructor).

University Catalog Description (3 graduate credits)

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.

Expanded Course Description

This graduate course *provides an introduction* to basic principles and current and innovative approaches to assessment of language proficiency, special learning needs, and classroom-based assessment of language learning students in ESL, bilingual education, foreign language, and grade-level classrooms in Grades PreK-12. This course is required

for ESL and FL licensure, for the endorsement of teachers who are already licensed, and for the M.Ed. in Multilingual/Multicultural Education, but the principles addressed by the course and the assessment tools examined and developed in it are also applicable to Adult Education and University programs, as well as to native speakers of English in general education classrooms. Course requirements **address Professional Standards in assessment as specified by TESOL and ACTFL** (see pp. 3 - 4).

This survey course also *provides an overview of a wide range of topics*, including: applying research on language acquisition and teaching to instruction and assessment; designing assessment tools for oral language, reading, and writing to monitor student progress; setting assessment purpose; ensuring reliability and validity; scaffolding assessments in the content areas; 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. *Therefore, given the BREADTH of topics addressed and the variety of programs represented by candidates taking this course, no single topic or skill will receive an in-depth examination.*

Learning Objectives -- Candidates completing EDCI 520 will be able to:

1. *Define and apply **basic principles 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) language skills (listening, speaking, reading, and writing) and (b) 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 differentiate assessments*** for language learners and at-risk learners;
8. ***Identify student test-taking strategies;***
9. ***Compare purposes, advantages, and limitations*** of standardized tests to those of classroom-based assessments; and
10. Identify ***issues in grading*** to ensure accurate evaluation of student learning.

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 available on Blackboard.

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

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

Domain 1: Language

Domain 2: Culture

Domain 3: Planning, Implementing, & Managing Instruction

Domain 4: Assessment

Domain 5: Professionalism

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-\(2010-pdf\).pdf?sfvrsn=2](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-pdf).pdf?sfvrsn=2)

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

***Program Standards for the Preparation of
Foreign Language Teachers (ACTFL, 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

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

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>

Textbooks

Required Texts

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

Recommended Texts

Herrera, S. G., K. G. Murry, & R. M Cabral. (2012). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*, 2nd ed. New York: Pearson.

Sandrock, P. (2010). *Keys to assessing language performance*. Alexandria, VA: American Council on the Teaching of Foreign Languages.

Online Resources - Blackboard

Additional Required Readings

Sample Course Projects

Collaborate – virtual office hours & team meetings (without travel)

Course Requirements

Requirement	% of Grade	Task Description
1. Language Proficiency Assessment Review	30%	Review language proficiency test used for placement in language programs, write critique [Individual Project] (due Week 5)
2. Special Needs Assessment Critique *	35%	Review tests & articles, write analysis [Individual Project] (due Week 10)
3. Classroom-Based Assessment Project**	35%	Draft and administer performance-based assessments, write report [Team Project] (due Week 15)

*Post Requirement #2 on TaskStream and Requirements 1 & 3 on Blackboard (no paper copy needed). Each requirement due by midnight on date posted in schedule.

**Maximum 3 class members per team

Description of Course Requirements

Candidates in this course will be responsible for submitting three written papers evaluating, analyzing, and adapting assessment tools and their uses for classroom-based assessment. The team formative assessment project will be posted for grading by only one team member and will require field experience in the schools.

1. Language Proficiency Assessment Review

Candidates will submit independently-prepared reviews of language proficiency tests currently used in the schools for determining placement in ESOL and foreign language programs. ESL candidates will review tests used for placement of ESL students. World/Foreign Language candidates will review tests used with foreign language students. Each candidate will write an analysis of a single component of a test or an assessment at one grade level range and critique it using assessment principles such as validity, reliability, and practicality.

2. Special Needs Assessment Critique

Candidates will select one test (from a list provided) used to diagnose special needs (learning disabilities or gifted and talented characteristics), prepare a critical review of this test, identify articles critiquing the test, and independently write a paper analyzing both the test and the articles on it using assessment principles acquired in this course.

3. Classroom-Based Assessment Project

Candidates will work in teams of three to draft performance-based assessment tools to be used with a group of students in Grades 1 – 12 currently enrolled in ESL or World/Foreign Language courses. ESL candidates will work with ESL teachers and students; World/Foreign Language candidates will work with foreign language teachers and their students. In-service (practicing) teachers will conduct this project with one group of students with whom they work. This task requires field experience in the schools.

More detailed instructions for each project are available on Blackboard.

Active, Attentive Class Participation

Each graduate student is expected to participate actively in 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). Out of courtesy to your classmates and to the instructor, please do not bring meals into the classroom.

Time Management

One of the most critical variables contributing to your success in this course this semester will be time management. As you review the course requirements, necessary teamwork and planning, assigned readings, and scoring rubrics, make a realistic evaluation of how much time you will need to complete each task and plan to arrange your daily routines to allow yourself the time to apply the principles learned in this course to your required tasks.

Absences

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

If you know in advance 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.

Your presence in each class session is highly valued, and since we only meet once a week, we need to hear from you. Absence from class means you miss the presentation, peer feedback, and/or group discussion, and we miss your contribution to the session.

Students absent twice may have their final grade reduced by one letter grade. Students missing 3 or more class sessions (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. We can discuss this in class if you would like to change it.

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 paper I am rating. I assign a rating on the merits of the paper itself as it compares to the criteria specified in the scoring rubric. This is why it is very important that you meet each criterion on the scoring rubric (from Greek, it's *one criterion, two criteria*).
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 how you can do better on your next project. 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 putting your name on the cover sheet **ONLY** and not on any other page of your paper. 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.
4. **Late papers** submitted after the posted due date will have their scores reduced by one letter grade. This serves as an incentive to procrastinators and ensures that the instructor has enough time to thoroughly read, write comments on, and score each paper.
5. **Incomplete submission of work.** Students not submitting all 3 course requirements by the last class session will receive an F in this course (unless they have been provided a written exception by the instructor).

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. Total course scores from 3.0 -3.69 will be assigned a "B" or "B+" and scores at 2.9 or below will receive a C.

Score descriptors for each category of a rubric are holistic and may not be exact; I tend to give candidates the benefit of the doubt and assign a slightly higher grade than the one they may have actually earned, especially when using a new rubric that may not adequately differentiate between one score and another.

Pluses (+) and minuses (-) are optional and may be assigned at the discretion of the instructor. As such, they are not debatable. The instructor uses pluses and minuses to distinguish between those students who consistently made high scores on their work and those who did not. It is only fair for those students who consistently make scores of 4 on everything to get an A and for those who turn in one or two almost 4 papers to make a qualified A, an A-. If both categories of students were to get the same grade, then it would be meaningless.

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 or Foreign Language must earn a B or higher in all licensure course work. Those receiving a grade of C 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 papers: If you are sick or have a family emergency and need to request an extension of time to turn in a course requirement, 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 give you specific feedback on draft papers only if you *get them to me at least a week before the due date*. Once your paper 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.

Personal challenges/struggles – My goal is to help you succeed in this course, so to help me do that, please communicate with me if you are finding it difficult to complete required course work so that I can try to help you. And please don't wait until the latter part of the semester to let me know.

*"... 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 & 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)

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 I pads, 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 only when other students are not leading a discussion or making a presentation to the class.**
2. **Class Web Site:** Each student will access **Blackboard (MyMason)** 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 *Courses* tab at <http://mymasonportal.gmu.edu>.

If you have problems getting into Blackboard, please email support@gmu.edu or go to <https://itservices.gmu.edu/help.cfm> 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> for more information.

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 tmmalle2@gmu.edu or call (703) 993-3660.



Cell Phones OFF

Students are required to keep all cell phones turned off during class, per university policy. In case of a campus emergency, each student who has signed up for Mason Alert will be notified by text message, and 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 to be informed of emergency situations on campus by cell phone (automatic sign up for those on GMU email). Go to <https://ready.gmu.edu/masonalert/>

Classroom-Based Assessment Project & Current Teaching Status

To fulfill the requirements of the Classroom-Based Assessment Project, you will *need to have direct access to students* and instructional and assessment materials in classroom settings. You will work with *at least 5 students* in one classroom (identify your teaching status below).

ALL candidates in this course will REGISTER with the Field Placement Office to indicate how they will be carrying out their field experience for this course (see detailed instructions on Bboard).

Teaching Category 1

You are an in-service teacher (currently teaching or working as a teacher) or 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.

If you are in Teaching Category 1, please form teams with pre-service classmates in Category 2 to meet course requirements.

Teaching Category 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 3 - 5 hours per week with your teacher. **Do NOT, under any circumstances, approach a teacher or school system on your own. Mason 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, let me know by email as soon as possible (but no later than the 4th 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.

Guidelines for Working in Teams

1. Candidates working on teams need to carefully delineate 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 doing all the work alone**. 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. ***Make sure that at least one teacher on your team is currently in a classroom setting and has at least one year of full-time teaching experience.*** This will help pre-service teachers get a more realistic view of actual assessments as they are used.

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. *(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**. 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.

Team Process Assessment

Your name _____

Which tasks were you responsible for completing? _____

Your teammates' names _____ Date _____

Circle one response or write a response for each item.

1. Assessment of Team Process

A. How did your team work together as a single unit?

Fairly well OK Not so well

B. How could your team have improved its performance?

2. Assessment of Peers

A. What was the level of productivity and collaboration of your peers?

Pretty high Acceptable Not enough

B. Make a statement to support your choice in the preceding statement.

3. Assessment of Self

A. How would you rate your own level of productivity and collaboration?

Maximum Acceptable Minimum

B. How could you have improved your contribution to your team?

4. Other comments?

Please submit this form to the instructor in class on the due date and separately from your paper.

TaskStream Requirement **Submission of Performance-Based Assessment (PBA)**

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

Evaluation of your performance-based assessment will be provided through TaskStream at
<https://www1.taskstream.com/>

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 performance-based assessment for this course is the

Special Needs Assessment Paper

File-Naming Protocol

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

YOUR LAST NAME_FIRST INITIAL_Requirement Name_mmddyy
(Month Day Year of Date Submitted)

EXAMPLE:

VALDEZ_L_CBA Task 3 * 110514

GMU Policies & Resources for Students

a. Students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/the-mason-honor-code/>). The principle of academic integrity is taken very seriously.

What does academic integrity mean in this course? Essentially this:
When you are responsible for a task, you will perform that task. 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.

Violations of the Honor Code in this course include:

- Copying a paper or part of a paper from a previous student (current or past);
- 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 these words;
- Working with another individual (who is in this class or not) to prepare your papers for this course (each team member should write his/her own part of a paper). Except for appointments to the GMU Writing Center, assistance with writing papers for this class is not allowed. You are being graded on your own ability to write papers.

b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/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 this course must be registered with the GMU Office of Disability Services (ODS) and inform this instructor in writing either before or during the first week of class. (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.

This includes arriving to class early or on time, remaining for the entire class, and participating in a respectful and non-disruptive manner.

Discussion, debate, and laughter are all 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, traditions, for each other's feelings, and for the feelings of the instructor, as well.

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/>

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

Scoring Rubric for Language Proficiency Assessment Review

Score Points	1	2	3	4
Domain				
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, and uses few assessment terms.	Communicates information in organized manner, but may leave out required information and key assessment terminology.	Communicates information in well-organized manner, but may be too detailed or need elaboration, or may omit assessment terminology.	Clearly communicates information in well-organized, concise, and unambiguous manner, using assessment terminology accurately.
Recommendations	Does not make recommendations for improving the test.	Makes recommendations that do not improve the test.	Makes recommendations that are not research-based or does not explain or justify them.	Explains and justifies research-based recommendations for 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

Rev. Spring 2015

Scoring Rubric for Special Needs Assessment Critique * PBA**

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 and accurately 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 describe a diagnostic process for determining language proficiency levels before conducting special needs assessment.	Describes, with numerous inaccuracies or incompletely or with lack of clarity, a diagnostic process for determining special needs assessment.	Describes, in general terms or with inaccuracies, a diagnostic process for determining special needs, including the role of language assessment.	Provides an accurate step-by-step description and rationale for a research-based diagnostic process for determining special needs (learning disabilities or giftedness) , including the role of language assessment.
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 OR over-relies on direct quotations or judgment of the authors (instead of your own) to explain	Thoroughly and accurately explains construct, content, and predictive validity, and test-retest AND intra- or inter-rater reliability of assessment tools and takes a clear position on and explains whether each type of validity and reliability is high or low for the

			one or both principles.	test reviewed.
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 proposes inappropriate accommodations or does not propose accommodations and does not take a position on these issues.	Explains issues of cultural, linguistic, or test bias but may have some inaccuracies or incomplete information, may propose accommodations that are inappropriate or not propose accommodations, or may not take a clear stand.	Accurately identifies and takes a clear stand on issues of cultural, linguistic, or test (format) bias evident in the test and proposes accommodations that ensure language learners are equitably evaluated.

All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .25 points.

Feedback:

Scoring Rubric for Classroom-Based Assessment Project

Name:

Date Scored:

Score:*

Score Points	1	2	3	4
Domain				
Design & Administration	Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools.	May adapt and administer assessments based on either language or content objectives, but some may not be performance-based or contain inaccuracies.	Adapts or designs and administers criterion-referenced, performance-based assessments based on language and content objectives with some inaccuracies.	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.
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 an accurate defense for using some tools but not for others OR does not revise tools with supporting explanation OR needs elaboration.	Provides specific, accurate 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 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. Uses language that is vague and subjective and does not differentiate one level from another.	Addresses issues of validity or reliability only briefly and generally and needs much more elaboration for each assessment tool. May use language that is vague and/or subjective or may not effectively differentiate one level from another.	Addresses issues of validity or reliability with some inaccuracies or incompletely. May use descriptive language with some vague or subjective terms but ensures differentiation between one level and another.	Accurately and thoroughly explains how design of each assessment tool ensures construct, content, and consequential validity and intra-rater reliability. Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.
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 direct instruction or how post-test results show impact of teaching, and/or specifies next steps for either instruction or program placement based	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.

on what students learned.

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

Feedback:

Revised Spring 2015

Class Schedule

Please come prepared to apply the key principles covered in the assigned readings during the week in which they appear (*we will not have time to discuss everything in each reading – so you will need to bring up any questions you have in class*). This schedule may be modified (some topics may be omitted) by the course instructor to reflect the pace of discussion by candidates or due to inclement weather and other class cancellations.

Week & Date	Topics	Readings to be discussed this week
1 1/22	INTRO TO THE COURSE: Course Objectives & Requirements. Assessment Concepts, Principles, & Terminology. Range of purposes for assessment. Language proficiency assessment. Classroom-based assessment. Special needs assessment.	<i>Brown & Abeywickrama (B & A), Ch. 1</i>
2 1/29	Validity, reliability, feedback, and washback. Language Proficiency Assessment for Program Placement & Accountability. Tests for ESL and Foreign Language students. ACTFL Proficiency Guidelines.	(1) <i>Definitions of Validity & Reliability*</i> (2) <i>B & A, Ch. 2</i> (3) Bauman, Boals, Cranley, Gottlieb, & Kenyon <i>Assess. Comprehension & Communication (pages 81-91)</i> (4) Porter & Vega , <i>Overview of Existing Engl Lang Proficiency Tests & Appendix A. (pages 93 – 102 and 133 – 189)</i> [#s 3 & 4 in Abedi (2007), English Lang. Proficiency Assmt. in the Nation] (5) Liskin-Gasparro (2003), The ACTFL Prof. Guidelines and the Oral Proficiency Interview; (6) Malone, Research on the Oral Proficiency Interview; (7) Discussion Questions on Bboard
3 2/5	Scaffolding Assessments. Checklists: Using Descriptive Language. Rating Scales: Using Differentiating Qualifiers. Do's & Don'ts for Designing Assessment Tools.	<i>Scaffolding Self-Study on Bboard</i>
4 2/12	ASSESSING READING. Cloze tests. Multiple-choice tests. Types of Comprehension Questions. Designing Multiple-Choice Tests.	<i>B & A, Ch. 3 (pp. 67 – 82) & Ch. 9</i>

5 2/19	ASSESSING READING. Informal and Analytic Reading Inventories. Running Records. Using assmt. results to direct instruction. Due Today: Language Proficiency Assessment Papers.	<i>B & A, Ch. 9</i>
6 2/26	ASSESSING WRITING. SELF- and PEER ASSESSMENT. DEMO: Self-Assessment Workshop.	<i>B & A, Chs. 6 (pp. 130-134, 144-145, 151-152) & Ch. 10</i>
7 3/5	ASSESSING WRITING. Dictation. Picture-cued tasks/stories. Organization: Text structures. <i>Designing Primary Trait, Analytic, & Holistic Scoring Rubrics. Mid-Term Feedback Forms.</i>	<i>B & A, Ch. 10</i>
8 3/12	Spring Break Week – NO CLASS	
9 3/19	Diagnostic ASSESSMENT OF LEARNING DISABILITIES AND GIFTED AND TALENTED LEARNERS. What are the issues? What does valid and reliable assessment look like? Assessment bias.	<i>(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</i>
10 3/26	ASSESSING SPEAKING. Trends in Foreign Language Assessment. Demos: Information Gap. Fresh Start Interviews – Inter-rater reliability training session. Due today: Special Needs Assessment Project.	<i>B & A, Ch. 8; Powerpoints on Assmt. of Speaking Thompson (2001), "Foreign Language Assmt.: 30 Yrs..."</i>
11 4/2	ASSESSING SPEAKING, GRAMMAR & VOCABULARY. Picture-cued descriptions/maps. High and low frequency vocabulary, content-based vocabulary.	<i>B & A, Chs. 8 & 11</i>
12 4/9	ASSESSING LISTENING COMPREHENSION. Macro- and micro-skills. 4 basic types of listening. Phonemic pair discrimination. Info transfer – pictures. TPR.	<i>B & A, Ch. 7</i>
13 4/16	ASSESSING LISTENING COMPREHENSION. Using assmt. results to direct instruction. <i>Designing listening tasks.</i>	<i>Ch. 7</i>

14 4/23	GRADING POLICY & PRACTICE. Absolute grading vs. relative grading (grading on the curve). Converting rubrics into grades. What grades should reflect. Why Extra Credit is a bad idea.	<i>B & A, Ch. 3 (pp. 79 – 82) & Ch. 12</i>
15 4/30	ASSESSMENT FOR ACCOUNTABILITY. What Standardized Test Scores mean. Appropriate & Inappropriate Test-Preparation. Test-taking strategies. Due today: Classroom-Based Assessment Project. Course Evaluation Forms. Feedback Forms. Materials Release Forms.	<i>B & A, Ch. 5</i>

* Readings not in the textbook are on Blackboard.

**Due Dates: All due dates are by midnight on date indicated.