George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 520 - Section 001
Assessment of Language Learners

3 Credits – SPRING 2020
Thursdays/7:20 - 10 pm, Thompson Hall, Rm. 1020 - Fairfax Campus

Faculty

Name: Lorraine Valdez Pierce, Ph.D.

Office Hours: Thurs., 4 – 6 p.m. and by appointment online or in-person

Office Location: Thompson Hall, Rm. 1502 – Fairfax Campus

Office Phone: (703) 993-2050

Email: LPIERCE@gmu.edu

Prerequisites/Corequisites

Required Prerequisites: EDCI 519 or 560 may be taken concurrently. Requires minimum grade of B-

University Catalog Course Description

Examines innovative approaches to assessing 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. Requires 20 hours of PK-12 classroom fieldwork.

Course Overview

EDCI 520 introduces basic principles and current, innovative approaches to 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: ensuring reliability and validity of inferences based on assessments; interpreting assessment results from a variety of sources in order to make instructional decisions; using language proficiency tests for making program placement decisions; designing and using formative, summative, and diagnostic classroom-based assessments; assessing language skills – listening, speaking, reading, and writing; scaffolding assessments in the content areas;   developing scoring rubrics and other performance-based assessments; engaging students in peer and self-assessment; using research-based grading practices; reviewing language proficiency tests; writing multiple-choice tests; preparing students to take standardized tests; and becoming familiar with accommodations and accessibility features appropriate for language learners taking 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 meeting endorsement requirements for teachers who are already licensed.**

Course Delivery Method

Course delivery is accomplished in a combination of ways in order to meet the needs of diverse learners and learning styles. Methods of instruction include presentations by both the instructor and class teams, teacher-led class discussions, small group activities, and field experiences. Instructors may use videos, webcasts, guest speakers, integration of technology, and discussion boards. The course is delivered face-to-face, with some work delivered online through postings of resources and assessments on Blackboard.

Learner Outcomes

This course is designed to enable teacher candidates to do the following:

1. *Define and apply assessment principles and terminology* to assessment of language learners;
2. *Critically review language proficiency assessment measures* for validity and reliability of inferences and types of bias and demonstrate how test scores are interpreted;
3. *Develop standards-based assessments* and instructional goals based on assessment results;
4. *Analyze and interpret results from a variety of assessment sources* and use the information for planning instruction;
5. *Develop classroom-based assessments of both language and content;*
6. *Draft a variety of assessment formats, from multiple-choice tests to performance-based assessments*;
7. *Add scaffolding to assessment and instruction* for language and at-risk learners;
8. *Examine research on grading policies and practices for misconceptions and recommended approaches for use with language learners;*
9. *Demonstrate knowledge of accommodations, accessibility features, and administrative considerations for language learners taking state standardized tests;* and
10. *Identify test-taking strategies for preparing language learners to take standardized tests.*

PROFESSIONAL STANDARDS

Upon completion of this course, students will have met the following professional standards:

Teachers of English to Speakers of Other Languages (TESOL) Standards

STANDARD 1: KNOWLEDGE ABOUT LANGUAGE
Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language learners (ELLs) acquire academic language and literacies specific to various content areas.

STANDARD 4: ASSESSMENT AND EVALUATION
Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

American Council on the Teaching of Foreign Languages (ACTFL) Standards

STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs
Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

STANDARD 4: INTEGRATION OF STANDARDS IN PLANNING AND INSTRUCTION.
Candidates in foreign language teacher preparation programs understand and use the national *Standards for Foreign Language Learning in the 21st Century* (2006) or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curriculum planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

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 results to stakeholders.

International Society for Technology in Education (ISTE - Standards-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 standards. [2a, 2b, 2c, 2d].

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. [3a, 3b, 3d].

InTASC Standards

Standard 1: Learner Development.
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 6: Assessment.
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher's and learner's decision making.

REQUIRED TEXTS

Brookhart, S. M. (2013). *How to create & use rubrics for formative assessment and grading*. Alexandria,
VA: Association for Supervision & Curriculum Development (ASCD).

Brown, H. D., & P. Abeywickrama. (3rd Ed). (2019). *Language assessment: Principles and classroom practices.* White Plains, NY: Pearson.

RECOMMENDED TEXTS

Fairbairn, S. & Jones-Vo, S. (2019). *Differentiating instruction & assessment for English language learners.* Philadelphia, PA: Caslon Publishing.

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.

Jones, J. & D. Wiliam. (2014). *Modern foreign languages inside the black box: Assessment for learning in the modern foreign language classroom*. West Palm Beach, FL: Learning Sciences International.

Popham, W. J. (2018). *Classroom assessment: What teachers need to know. 8th ed*. New York: Pearson.

Tuttle, H.G. & A. Tuttle. (2011). *Improving foreign language speaking through formative assessment.* New York: Routledge.

ADDITIONAL RECOMMENDED READING

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

Black, P. & D. Wiliam. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2), 139-148.

Chappuis, J. & Stiggins, R.J. (2016). *An introduction to student-involved assessment FOR learning* (7th ed.). Boston: Pearson.

Chappuis, J., Stiggins, R., Chappuis, S. & J. Arter. (2011). *Classroom assessment for student learning*, 2nd Ed. New York: Pearson.

Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin Press.

Hughes, A. (2002). *Testing for language teachers. (*2nd ed). Cambridge, UK: Cambridge University Press.

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

Pierce, L.V. (2018). Assessment. In C. Ovando & M.C. Combs (Eds.), *Bilingual and ESL classrooms (*6th ed*.)* (pp. 283-344). Lanham, MD: Rowman & Littlefield.

Pierce, L.V. (2003) *Assessing English Language Learners*. Washington, DC: National Education Association.

Reutzel, D. R. & R. B. Cooter, Jr. (2010). 4th ed. *Strategies for reading assessment and instruction: Helping every child succeed.* Upper Saddle River, NJ: Merrill Prentice Hall.

Shiel, T. K. (2017). *Designing & using performance tasks*. Thousand Oaks, CA: Corwin Press.

Resources Available on Blackboard

Additional Required Readings, Sample Course Projects by previous students

Discussion Board

Collaborate Ultra – virtual office hours & team meetings

Kaltura Capture – upload audio and video recordings

Recommended Resources

TESOL PreK-12 English Language Proficiency Standards
https://www.tesol.org/advance-the-field/standards/tesol-caep-standards-for-p-12-teacher-education-programs

ACTFL World Readiness Standards for Learning Languages
https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary

Assessment & Evaluation Language Resource Center *(world languages)*
https://aelrc.georgetown.edu/
WIDA Standards
https://wida.wisc.edu/teach/standards

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor in this syllabus and on Blackboard.

TK20 PBA SUBMISSION REQUIREMENTS

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every candidate registered for any *Teaching Culturally, Linguistically Diverse & Exceptional Learners* course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation - The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 15 hours per course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses in the same school or classroom. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences* (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

Long-term substitute teachers: You may be able to conduct the field experience in your school if your students represent the target population and you have access to students long enough to complete your projects. You will need to get permission, in writing, from both the course instructor and your school principal before going to the online registration form.

What to do if your assigned Field Experience teacher delays in responding to your initial email - Let the course instructor know as soon as possible. The longer you wait, the less time you'll have to work on your project.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment*

	Status	
Fieldwork Log of Hours demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	1 - Complete	0 - Not Complete

*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard. The form is located on Blackboard in your TCLDEL organization site in the "Fieldwork" page.

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

Assignments

Assignment Description	Percent of Grade	Standards Addressed	ISTE-T Standards
1. Language Proficiency Assessment Project	25%	TESOL 1 & 4 ACTFL 3 & 5	ISTE-T 3
2. Data Analysis Module	25%	TESOL 4 ACTFL 5	ISTE-T 3
3. Classroom-Based Assessment Project (PBA) & Field Experience Log	35%	TESOL 1 & 4 ACTFL 3, 4 & 5 Licensure/Endorsement Requirement	ISTE-T 2 & 3
4. Discussion Board	15%		ISTE-T 3

Written papers (saved as Word documents) and PowerPoint slides (saved as slides) will be submitted <u>both to Blackboard and in paper copy</u> by class time on the due date.

<u>COURSE REQUIREMENTS*</u>

1) *LANGUAGE PROFICIENCY ASSESSMENT PROJECT*

Candidates will work in teams of two or three to review and critique language proficiency tests used to determine placement in ESOL and world language programs. As part of the review, team members will report on how test results are used for identification, program placement, and reclassification in a local school district that uses the test. Each team will make a presentation on a different subcomponent and grade level of WIDA, ACTFL, or other tests and critique them using assessment principles, including validity, reliability and practicality. Each team member will be responsible for learning about all aspects of the test under review and demonstrating understanding through this presentation. Equal participation through teamwork will be documented with a team participation log. Each team member will earn an individual score.

2) *DATA ANALYSIS MODULE*

Data analysis or knowing how to analyze and interpret student assessment results from a variety of sources is critical to teaching and learning, because it uses information on student progress and learning gaps to make instructional decisions for moving forward. Candidates will be provided with cases or examples and asked to analyze and interpret assessment data in order to render a decision on what a teacher needs to do next in instruction based on the data. This is data-driven decision making based on assessment results. Additionally, candidates will be asked to demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate for language learners and those with learning disabilities (both language learners and native speakers of English) who are faced with taking a standardized test.

3) CLASSROOM-BASED ASSESSMENT PROJECT (CBA)

Candidates will use their knowledge of assessment principles to create, administer, and evaluate at least two assessments in a language learning classroom. Candidates will identify a learning need of an ESL/FL classroom (using their own classroom or working with that of a cooperating teacher) and describe the level/age/grade/content to be assessed. Candidates will select two separate, distinct, and separate assessments (not combined into one), one language-based and one content-based assessment to evaluate a learning need identified jointly with the teacher. At least one of the assessments must be performance-based. Candidates will provide scaffolding for the assessments appropriate to the language learners' age and language proficiency levels. Candidates will administer each assessment to a minimum of three language learners (students working independently rather than with partner or group input), and analyze the results to determine (a) the validity and reliability of inferences made about students, (b) how to use results to make instructional decisions, and (c) how each assessment task and scoring tool can be improved.

The course instructor may allow submission of the CBA in two parts – language and content assessments, score them separately, then add the subscores for a total score. This can provide formative feedback to each candidate for her/him to use information from one assignment to improve the next.

The CBA Project is a program-required performance-based assessment (PBA) and both your final papers (as a Word document) and the Field Experience Log/Evaluation Form (as a scanned PDF document) should be uploaded to Blackboard (no photos of documents from cell phones or other devices will be accepted).

4) DISCUSSION BOARD

You will share your previous assessment experiences and expectations for the course on Discussion Board, get to know your classmates, evaluate sample assessments, and reflect on what you have learned.

* Details for all assignments and projects listed here are available on our Blackboard course site.*

Other Requirements

Submission Requirements

Written papers and PowerPoint slides will be submitted BOTH to Blackboard and in paper copy by the specified deadline. Only Word documents and PowerPoints will be accepted for work generated by each candidate. The Field Experience Log/Evaluation form can be scanned and submitted as a PDF document. No cell phone or other photo images of required documents will be accepted.   UPLOAD COURSE REQUIREMENTS TO BE GRADED TO BLACKBOARD UNDER ASSESSMENTS (do NOT send by email).

Resubmission Policy: Course requirements (summative assessments) that have been graded and returned to you with the instructor's feedback cannot be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice.

File-Naming Protocol

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

YOUR LAST NAME_FIRST INITIAL_Assignment Title_mmddyy (*monthdayyear submitted*)

REYES_M_LPA Proj_021520 (*abbreviate the title*)

Attendance and Active Participation

Active participation is expected of each candidate during every class session. You are expected to <u>arrive to class on time and contribute to the activities and discussions</u> by <u>critically analyzing issues, asking questions, or making observations</u> that indicate your thorough preparation for the class. You are responsible for all assigned coursework and readings.

In face-to-face sessions<u>, being completely attentive in the moment (*100% attention*) and listening and taking notes</u> during the instructor's presentation are clear indicators to the instructor of your active participation.

Please send the instructor an email explaining any planned absence PRIOR to your absence or unplanned absence on the same day of class. It is your responsibility to obtain any materials distributed in any class you may have missed. Repeated tardiness is to be avoided.

Professional Standards of Dress & Behavior When Visiting Schools

When you visit a school as a non-employee, you are representing George Mason University and the Graduate School of Education. You will make an impression, positive or negative, based on how you dress, how you act, and how you address each teacher and administrator. School practitioners are often looking to hire our teacher candidates, so you will be under scrutiny based on the first impression you make: Make it a good one. Dress professionally (no jogging shoes, spandex, T-shirts, workout clothes). Speak professionally (use terms that show respect for the teacher and the students, no offensive or foul language). Use professional courtesy by calling ahead and notifying them if you need to cancel a scheduled visit. Teachers have volunteered to acquaint you with their program and their students and will be sharing their instructional materials and assessments with you. Be as helpful and collaborative as possible. Make this a productive experience for the teacher, as well, so much so that he/she would be happy to invite you back.

LAPTOP/CELL PHONE POLICY

Laptop use is <u>permitted at the discretion of the instructor</u> and for specific purposes as assigned in the class (e.g. small group work). Laptops will not be used for surfing the Internet or checking email during class discussions, lectures, interactive tasks, and guest or peer presentations – all of which require your full attention. Similarly, cell phone use is not allowed during instructor, guest, or peer presentations, and cell phones must be turned off or silenced (not on *Vibrate*) during class periods; they may be used during break. Ask the instructor if you have an emergency request.

GUIDELINES FOR WORKING IN TEAMS

Candidates who work together as a team need to carefully plan 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 a written report or PowerPoint presentation.

Each team member is responsible for learning about all required categories of your selected test.

GRADING POLICY AND HONOR CODE

Grading

George Mason University's 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 4-pt. Rubric	Grading 100-pt. Scale	Conversion to Mason Grade Points	Interpretation
A+	4.0	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	3.85	94-99	4.00	
A-	3.7	90-93	3.67	
B+	3.5	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	3.0	80-84	3.00	
C*	2.0	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<2.0	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education. See the University Catalog for details:
http://catalog.gmu.edu/policies/academic/grading/

Additional Note on Grading: Each instructor's grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching a course. Therefore, instructors should not be expected to assign grades the same way. For an example of how your course grade will be calculated, go to Blackboard.

Honor Code & Integrity of Work : TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). The principle of academic integrity is taken very seriously, and violations are treated as such.

Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
4. You may also not "reuse" fieldwork hours. Each placement must have 15 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.
5. See our class Blackboard web site for more information on how to avoid plagiarism.

Late Work Policy

At the graduate level all work is expected to be of high quality (produced electronically as a Word document or PowerPoint file) and submitted on the dates due. *Work submitted late may be reduced one letter grade for every day of delay.* When you face circumstances (e.g., illness) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is at the discretion of each instructor to approve late/makeup work.*

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 APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module may be reflected with a zero score and/or as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing (*have already completed most course requirements with a grade of B or better*), 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 summer term, and the instructor must turn in the final grade by the end of the 9th 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 (Mason catalog). 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 APTDIE office.

Class Schedule

Please come prepared to discuss the assigned readings during the week in which they appear.
You will find assigned materials listed for each week on Blackboard.

Week & Date	Topics	Readings to be discussed this week
1 1/23	**INTRODUCTION - Course Objectives & Requirements. ASSESSMENT CONCEPTS & PRINCIPLES:** Types of tests. Traditional vs. alternative assessment. Performance-based assessment. Validity & reliability. *Due this week: Register for Field Experience*.	*Brown & Abeywickrama (B & A), Chs. 1 & 2 (attention – 7 checklists in Ch. 2) Pierce, Definitions of Validity & Reliability**
2 1/30	**LANGUAGE PROFICIENCY ASSESSMENT (LPA)** for Identification, Program Placement, & Reclassification. Tests for ESL and World/Foreign language students. ACTFL Proficiency Guidelines. *Due today: Form LPA Teams.*	*(1) Lopez, Key issues...initial identification ...ELLs (2) Purpura, Sec. & FL Assmt (3) Liskin-Gasparro, ACTFL Prof. Guidelines & OPI (4) Home Language Surveys (ARL, FFX, PWC Schls) (5) Identification of ELLs across 50 states (6) B & A, pp. 124-125*
3 2/6	**ASSESSING SPEAKING. *Demos: Information Gap. Fresh Start Interviews. Inter-rater reliability training session.*** ACTFL Oral Proficiency Interview. Using standards and learning progressions.	*B & A, Ch. 7 Isbell & Winke, ACTFL OPIc*
4 2/13	**DESIGNING SCORING RUBRICS – WORKSHOP #1** ***Designing Primary Trait, Analytic, & Holistic Scoring Rubrics.*** Proficiency-based rubrics. Why use rubrics?	*Brookhart, Ch. 1 - 2 & 6 B & A, Ch. 9 (pp. 249- 254) & Ch. 11 (pp. 302-307)*
5 2/20	*Due Today: Language Proficiency Assessment Presentations.*	
6 2/27	**ASSESSING WRITING.** Using standards and writing progressions.	*B & A, Ch. 9 Writing progressions*
7 3/5	**DATA-DRIVEN DECISION MAKING** for formative assessment. Standardized testing accommodations & accessibility.	*Brookhart, p. 75 Materials on Bbd*
8 3/12	***SPRING BREAK – NO CLASS***	
9 3/19	**ASSESSING READING.** Informal Reading Inventories. Running Records. Cloze tests. Types of Comprehension Questions.	*B & A, Ch.8 Types of Comprehension Qs on Bbd*

10 3/26	**ASSESSING LISTENING COMPREHENSION.** 4 basic types of listening. Integration of language skills. *Designing Multiple-Choice Test Items & Listening Cloze Tests.*	*B & A, Ch. 6* *B & A, Ch. 3 (pp. 72-77)*
11 4/2	**ASSESSING LANGUAGE OF THE CONTENT AREAS. SCAFFOLDING ASSESSMENTS.** Legal mandates: *Lau vs. Nichols, Plyler vs. Doe**, Castaneda vs. Pickard.*	*Gottlieb, Ch. 3 (Bbd)* *Scaffolding Self-Study Module on Bbd* *Legal Responsibilities (pp. 8, 24, & 33)*
12 4/9	**DESIGNING SCORING RUBRICS – WORKSHOP #2.**	*Brookhart, Chs. 3 - 4 & 8* *Assessment Toolbox* *Do's & Don'ts List*
13 4/16	**WORK SESSION: CBA PROJECTS.**	
14 4/23	**SELF- and PEER ASSESSMENT - WORKSHOP.** *Checklists & Rating Scales.*	*B & A, Ch. 12 (pp. 313 – 321)* *Brookhart, Chs. 7, 9- 10*
15 4/30	**GRADING POLICIES & PRACTICES.** Research on grading practices. Philosophy of grading. Absolute vs. relative grading. Converting rubrics into grades. Why Extra Credit is a bad idea.	*B & A, Ch. 11* *Brookhart, Ch. 11*
16 5/7	**ASSESSMENT FOR ACCOUNTABILITY.** Standards-based assessments and standardized tests. NRTs vs. CRTs. Appropriate & inappropriate test preparation. Test-taking strategies. **Course Evaluation Forms. Materials Release Forms.** **Due Today: Field Experience Log**	*B & A, Ch. 4 and pp. 8 – 10, & pp. 110-113*

Note: The instructor reserves the right to alter the schedule as necessary, with notification to students.

* Readings and materials not in the course textbooks can be found on Blackboard listed by week.

**Due Dates: All due dates are by 11:59 pm of the specified date; however, you can always turn in your papers earlier - any time BEFORE the due date. Drafts and outlines should be sent by email for feedback.

UPLOAD PAPERS TO BE GRADED TO BLACKBOARD UNDER *ASSESSMENTS: Please submit electronically to Blackboard all FINAL drafts of course requirements that are READY TO BE GRADED, and in face-to-face courses, bring a paper copy to class on the due date.*

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see
  https://catalog.gmu.edu/policies/honor-code-system/).

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

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

- Students with disabilities who seek accommodations in a course must be registered with
  George Mason University Disability Services. Approved accommodations will begin at
  the time the written letter from Disability Services is received by the instructor (see
  https://ds.gmu.edu).

- Students must silence all sound emitting devices during class unless otherwise authorized
  by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu
  or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard
  should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-
  technology-support-for-students/.

- **Notice of mandatory reporting of sexual assault, interpersonal violence, and
  stalking:** As a faculty member, I am designated as a "Responsible Employee," and must
  report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's
  Title IX Coordinator per University Policy 1202. If you wish to speak with someone
  confidentially, please contact one of Mason's confidential resources, such as Student
  Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological
  Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX
  Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu.

- For information on student support resources on campus, see
  https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

**For additional information on the College of Education and Human Development, please
visit our website http://cehd.gmu.edu/.**

Analytic Scoring Rubric for Language Proficiency Assessment Project

Score Points ⟋ Domain	1	2	3	4
Critical Analysis *(TESOL Standard 4a)* *(ACTFL Standard 4a & 5a)*	Does not conduct an analysis.	Conducts an incomplete and inaccurate analysis and may lack clarity.	Omits key limitations, describes rather than analyzes, or misses some supporting examples.	Conducts a thorough, accurate analysis and justifies and supports points made.
Validity & Reliability *(TESOL Standard 4a* *(ACTFL Standard 5a)*	Does not evaluate validity or reliability of test.	Evaluates both validity and reliability with inaccuracies and omissions.	Evaluates either validity or reliability with some inaccuracies, omissions, or lack of elaboration.	Accurately evaluates test items and scoring procedures for content, construct, and consequential validity and various types of reliability.
Use of Test Results *(TESOL Standard 4d)* *(ACTFL Standard 5a)*	Describes how test results are used in a cursory manner.	Describes how test results are used with major inaccuracies or omissions.	Describes how test results are used for purposes of identification, program placement, and reclassification of language learners with minor inaccuracies or omissions.	Accurately describes how test results are used for purposes of identification, program placement, and reclassification of language learners.
Interpretation *(TESOL Standard 4d)* *(ACTFL Standard 5c)*	Provides little clear information on how test scores can be interpreted or misinterpreted.	Provides examples of how test scores can be interpreted and misinterpreted but with major inaccuracies, incompletely, and/or lack of clarity.	Provides examples of how test scores can be both interpreted and misinterpreted but with some inaccuracies or incompletely.	Clearly and accurately provides examples of how test scores can be both interpreted and misinterpreted.
Teamwork & Accountability	Participates in only a limited manner and/or makes a non-supportive contribution.	Participates less than others or makes supportive contributions.	May participate more or less than others in the presentation; makes an independent contribution.	Participates equally and fully in the presentation; clearly makes a strong, independent contribution.

All 4s = total score of 4.0 or A. Every box below a 4 reduces score by .20 points (e.g., 3.8, 3.6).

Feedback:

Analytic Scoring Rubric for Data Analysis Module

Score Points Domain	Does Not Meet 1	*Approaching* 2	Meets Standards 3	Exceeds Standards 4
Data Analysis *(TESOL Standard 4a)* *(ACTFL Standard 5b)*	Analyzes data in only a cursory manner. Omits student strengths and weaknesses.	Analyzes data with major inaccuracies or partially. Omits some student strengths or weaknesses.	Analyzes data with few and minor inaccuracies. May omit some student strengths or weaknesses.	Accurately analyzes data provided, identifying students' strengths and weaknesses.
Interpretation *(TESOL Standard 4a)* *(ACTFL Standard 5c)*	Interprets data provided with omissions and major inaccuracies.	Interprets data provided with omissions or major inaccuracies.	Interprets data provided with minor inaccuracies or omissions.	Accurately interprets data provided, avoiding over-interpretation.
Justification *(TESOL Standard 4b)* *(ACTFL Standard 5b)*	Provides little justification for interpretation.	Provides few, irrelevant, or vague reasons for interpretation.	May provide generic reasons for interpretation and/or contain inaccuracies.	Provides accurate and specific reasons for interpretation, effectively using triangulation to reach conclusions.
Implications *(TESOL Standard 4b)* *(ACTFL Standard 5b)*	Identifies few and general directions for future instruction and does not base these on the data provided.	Identifies general directions for future instruction of both individuals and groups but with a lack of support from the data or incompletely.	Identifies directions for future instruction of both individuals and groups based on the data provided but with inaccuracies or omissions.	Accurately identifies specific directions for future instruction of both individuals and groups based on the data provided.
Accommodations & Accessibility *(TESOL Standard 4c)* *(ACTFL Standard 5a)*	Identifies few accurate accommodations, accessibility features or administrative policies for language learners or those with special needs.	Identifies state-approved accommodations, accessibility features, and administrative policies for language learners and those with special needs with major inaccuracies or omissions.	Identifies state-approved accommodations, accessibility features, and administrative policies for language learners and those with special needs but with few and minor inaccuracies or omissions.	Accurately identifies state-approved accommodations, accessibility features, and administrative policies for language learners and those with special needs.

Feedback:

Analytic Scoring Rubric for Classroom-Based Assessment Project

Score Points Domain	Does Not Meet 1	*Approaching* 2	Meets Standards 3	Exceeds Standards 4
Design & Administration *(TESOL Standard 4b)* *(ACTFL Standards 4b & 5a)*	Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools. Uses language that is vague and subjective and does not differentiate one level from another.	Adapts and administers assessments based on either language or content objectives but these are not performance-based or based on state standards and contain inaccuracies. May use language that is vague and/or subjective or does not effectively differentiate between one level and another.	Makes adaptations or designs and administers criterion-referenced, performance-based assessments based on language and content objectives but may contain inaccuracies or incomplete information on one or more assessment tools, refer to general standards OR use descriptive language with vague or subjective terms, and these may not clearly differentiate between one level and another.	Effectively adapts or designs and administers the required variety of tasks and criterion-referenced, performance-based assessments of both language and content based on specific state standards and classroom instruction and matches scoring criteria to learning objectives. Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.
Justification *(TESOL Standard 4b)* *(ACTFL Standards 4b & 5a)*	Does not provide a rationale or justification for assessment tools and does not match tasks/tools to purpose.	Provides few details in rationale, little justification for adapting each assessment tool, needs extensive elaboration and may not match assessments to purpose.	Provides an accurate defense for using some tools but not for others, does not match assessments to purpose, OR needs elaboration.	Delineates and elaborates accurate and specific reasons to defend choice of each assessment tool's format, structure, and criteria making each appropriate to the target group and assessment purpose.
Scaffolding *(TESOL Standard 4b)* *(ACTFL Standard 3b)*	Uses little appropriate scaffolding.	Does not use a variety of scaffolding approaches and/or uses scaffolding that does not match the proficiency level of the target students.	Uses a variety of scaffolding approaches, but does not provide scaffolding for 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 these match the language proficiency level of target students and enable them to show what they know.

Validity & Reliability *(TESOL Standard 4a)* *(ACTFL Standard 5a)*	Does not discuss various types of validity and reliability for each assessment task and tool.	Addresses issues of validity or reliability with major inaccuracies or incompletely.	Addresses issues of validity or reliability with minor inaccuracies and/or omissions.	Accurately and thoroughly explains and defends (with examples) how design of each assessment tool ensures construct, content, and consequential validity and intra-rater reliability.
Analysis of Teaching Impact & Design *(TESOL Standard 4a)* *(ACTFL Standard 5b)*	Analyzes results only briefly and with numerous inaccuracies. Fails to propose revisions to assessment tools.	Briefly describes results and needs elaboration or arrives at conclusions and recommendations without evidence from assessment results, and/or analyzes results inaccurately or incompletely. Provides little discussion of teaching implications or proposed revisions to assessment tasks and tools. May omit student samples.	Analyzes assessment results or effectiveness of implementation with some inaccuracies, incompletely, or may need elaboration on points made. May have some inaccuracies in teaching implications or propose few revisions or revisions that are unlikely to improve the assessment tasks and tools. May omit student samples.	Accurately analyzes assessment results for each assessment tool, effectiveness of implementation, strengths and weaknesses of assessments, and teaching implications. Proposes and justifies revisions that will improve the assessment tasks and tools and promote student learning. Includes samples of student work.

Primary Trait Rubric for Discussion Board

SCORE	1	2	3	4
Participation	Does not respond to the minimum required number of postings and/or provides feedback that is not based on research or assigned readings. Posts late or provides an unclear response.	Responds to assigned postings and provides feedback, but this is neither critical nor based on research or assigned readings. May be late in posting, include major inaccuracies, or provide a cursory response.	Posts required materials and responds to assigned postings but may not provide critical feedback or feedback specific to assigned readings. May be late in posting or include inaccuracies or need elaboration in response.	Posts required materials and responds to assigned postings by each deadline and provides a thorough and accurate response, questions, and critical feedback based on research and assigned readings.

Field Experience Record

To the Mentor Teacher/Supervisor:

     The Teaching Culturally, Linguistically Diverse & Exceptional Learners graduate program at George Mason University requires all students complete a minimum of <u>15 hours of field experience</u> in an appropriate K-12 classroom for each course. Field experience goes beyond observations of the classroom to include hands-on experience implementing teaching & learning activities required for professional educators. Your Mason student will provide a copy of the course syllabus indicating what is required to complete fieldwork, such as interviews with students, teachers or family members; lesson-planning; small group instructional activities; whole-class teaching or co-teaching; implementing or evaluating assessments; and other activities. Please <u>verify the time and activities completed, as well as evaluate as best you can the students' dispositions for a career educator</u>, by filling out and signing the document below.   We appreciate your willingness to mentor/supervisor our Mason students into the profession and support their growth and learning. If you have questions about the program or the goals of fieldwork, please contact dvrtch@gmu.edu.

Student Name		Mentor Teacher/ Supervisor Name	
G-Number		School Name	
Course		School Location	
Semester		Grade or Subject	

Date	Grade	Activity Related to Performance Based Assessment	Number of Hours
Example: 9/23/17	5th Grade	Met with teacher to co-plan lesson	1

Student's Signature:_____ Date:_____

Mentor/Supervisor Signature:_____ Date:_____

Field Experience Evaluation Form

Student Name		Mentor Teacher/ Supervisor Name	
G-Number		Title	
Course		Years of Experience	
Semester		Degree/License	

PERSONAL AND PROFESSIONAL QUALITIES	Consistently Evident (4)	Frequently Evident (3)	Sometimes Evident (2)	Seldom Evident (1)	Not Applicable (N/A)
Open to Feedback - Is receptive to constructive criticism/growth-producing feedback - Self-regulates and modifies professional behavior based on feedback - Seeks opportunities for professional growth to improve practice					
Collaboration & Teamwork - Exhibits teamwork for school/organizational improvement - Collaborates well with others - Is caring, empathetic and respectful to others					
Cultural Responsiveness - Treats individuals in an unbiased manner - Embraces differences - Views diversity as an asset					
Continuous Improvement/ Change Orientation - Takes initiative appropriately - Seeks evidence for use in decision making - Is willing to take appropriate risks/try new things					
High expectations for learning - Holds high expectations for all learners - Monitors and assesses student learning to provide feedback and alter instruction to improve learning					
Advocacy - Seeks to understand and address student issues and challenges - Shows a genuine interest in others' well-being - Seeks to direct students and/or families to needed resources					
Professionalism - Is punctual and well prepared with appropriate dress & appearance - Demonstrates respect for students, families, colleagues, and/or property - Uses technology & social media appropriately					
Legal & Ethical Conduct - Exhibits integrity and ethical behavior - Maintains privacy and confidentiality of sensitive information - Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations					

Comments:

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