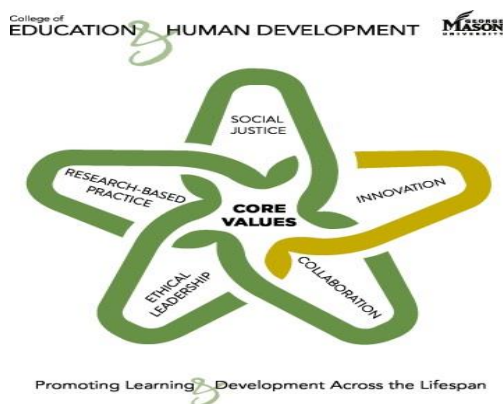


George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners



EDCI 520-6F2
Elementary Curriculum, Instruction, and Assessment in International Schools
3 Credits, Fall 2020
Online
October 19-December 5, 2020

Faculty

Name: Dr. Nora El-Bilawi
Office Hours: By arrangement
Office Location: Online
Office Phone: Via Zoom or Skype
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Prerequisites/Corequisites

EDCI 516, EDCI 519 or EDCI 560

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 assessments to instruction. *Requires 20 hours of PK-12 classroom fieldwork.*

Important Note: For Fall 2020, in-school and/or virtual field experiences with PreK-12 mentor teacher will NOT be required. An alternative performance-based assessment (PBA) is designed to meet this requirement.

For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>

Course Overview

EDCI 520 provides an introduction to basic principles and current, innovative approaches to classroom-based assessment of language learners in ESL, bilingual education, foreign language, and

grade-level classrooms in grades PK-12, adult education, and university programs. The principles introduced in this course are also applicable to native speakers of English in general education classrooms.

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

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

Course Delivery Method

This course will be delivered online 100% using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on a.m. on Monday October 19th.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To obtain a list of Blackboard's supported browsers and operating systems, see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our modules **will start on a weekly basis where the week starts on Mondays and finishes on Sundays**. Please submit initial posts on Fridays before midnight, and give a response feedback to at least one colleague by Sunday before midnight.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

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

1. Apply assessment principles and terminology to assessment design;

2. Critically review language proficiency tests for assessment purpose, validity and reliability, and score interpretation;
3. Analyze and interpret results from a variety of assessment sources and use the information for planning instruction;
4. Develop standards-based, formative assessments;
5. Develop classroom-based assessments of both language and content;
6. Develop a variety of assessment formats, from multiple-choice tests to performance-based assessments;
7. Provide scaffolding to assessments based on language proficiency level of the learners;
8. Demonstrate knowledge of accommodations, accessibility features, and administrative considerations for language learners taking state 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

Brown, H. D., & P. Abeywickrama. (3rd Ed). (2019). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson. And, other articles provided on Blackboard weekly modules.

Recommended Texts:

Gottlieb, M. (2016). *Assessing English language learners*, 2nd ed. Thousand Oaks, CA: Corwin Press.

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

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.
- Depka, E. (2019). *Letting data lead: How to design, analyze, and respond to classroom assessment*. Bloomington, IN: *Solution Tree Press*.
- 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.
- 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.
- 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.
- 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.
- Popham, W. J. (2018). *Classroom assessment: What teachers need to know*. 8th ed. New York: Pearson.
- Reutzell, 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. 7
- Tuttle, H.G. & A. Tuttle. (2011). *Improving foreign language speaking through formative assessment*. New York: Routledge.

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 (e.g., Blackboard, Tk20).

TK20 Performance-Based Assessment Submission Requirements

NOTE: Submission of Performance-Based Assessments to TK20 will NOT be required during fall 2020. Students will submit instructor-designed Alternative Performance-Based Assessments via Blackboard Assignment links as per directions on Bb.

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment 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.

Field Experience Record and Evaluation

Important Note: For Fall 2020, in-school and/or virtual field experiences with PreK-12 mentor teacher will NOT be required.

Not Applicable for fall 2020: 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 placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***Not Applicable for fall 2020. TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to TK20 on Blackboard.** These forms are located on Blackboard and in your TCLDEL organization site in the “Fieldwork” page on Bb.

N/A for fall 2020: NOTE: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom.

N/A for fall 2020: 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.

N/A for fall 2020: TCLDEL Fieldwork Log of Hours and Evaluation Assessment

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

N/A for fall 2020: 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 and/or Examinations**

Assignment Description	Goal	Standards Addressed	ISTE-T Standards	Percent of Grade	Due Date
Informed Participation	Candidates are expected to actively participate in every class session and online by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class. Reflection on learning and on application of new knowledge is expected.		1b, 2a, 2b, 2c, 3b, 3d, 5c	35 percent	Each week
Language Proficiency Assessment	Using traditional and online sources, candidates will demonstrate an understanding of the course objectives by reviewing connections between selected readings (juried articles or short book/monograph), to create a multimedia presentation and post it on Blackboard for class input and discussion.	TESOL 1a, 4a, 4b ACTTFL 3 & 5	3b, 3d	20 percent	Nov. 15th

Data Analysis Module	Candidates will read case examples of assessment and achievement results. Based on course readings and discussions, they will need to make interventions decisions based on the data interpretations.	TESOL 4 ACTFL 5	3a, 3b, 3d	20 percent	Nov. 22nd
Classroom-Based Assessment (PBA) & Field Experience	Candidates will use their knowledge of assessment principles to create at least two assessments for students in a language learning setting.	TESOL 1 & 4 ACTFL 3, 4 & 5 Licensure/Endo- rsement Requirement	1b, 2a, 2b, 2c, 2d, 3c, 3d, 5c	25 percent	Dec. 9th
Field Experience Log	N/A	Requirement for licensure/endors ement		N/A	N/A for fall 2020

Each course assignment is described below. Evaluation criteria for the two Performance-Based Assessments for fall 2020 are also provided. **It is strongly recommended that candidates develop an organized plan for working on the major assignments throughout the semester.**

Descriptions of Assignments

Detailed description of each assignment and rubric can be found under course assignment-Blackboard course page

1. Informed Class Participation (35%)-Ongoing

Informed class participation is evidenced by thoughtful, thorough completion of **all** activities in the Weekly Modules. Thus, candidates' discussion and other work should reflect deep learning from readings, videos, and any other online content within the Weekly Modules. While your current knowledge as an educator is important to your understandings, demonstrating the way that engagement with the course content expands your understanding as a reflective practitioner is expected and necessary for earning full participation points. That is, candidates' work within each Weekly Module must reflect thorough preparation, which will be evidenced by critically analyzing, asking questions, making observations, and sharing reflections as well as by offering specific examples for incorporating learning from the course into their current or future teaching practice with culturally and linguistically diverse learners.

Note for Online Courses:

The main participatory activity is engaging in conversation with classmates via Discussion Board posts. **The Discussion Board posts and any other activities within a Weekly Module (e.g., a journal entry, Wiki, WordPress blog, etc.) are opportunities for candidates to demonstrate thorough engagement with and application of content each week.** Candidates are expected to complete an **initial Discussion Board post by Friday before midnight and to respond briefly but thoughtfully to at least one peer's posts by Sunday before midnight.** Initial Discussion Board posts must be two well-developed, carefully constructed, concise paragraphs, written in professional language, that *synthesize* candidates' learning from the readings, videos, and other

resources with *reflective insights and make application(s)* to current or future practice.

Candidates should **include thoughtful, open-ended questions** with initial posts to deepen dialog with peers. **Responses to peers' posts should be at the robust paragraph level and aim to make further connections to and applications of key concepts from the week's content.** All online communications **must be thoughtful and respectful.** Please approach the Discussion Board interactions with the idea that we are communicating to expand our knowledge of current research and best practices for understanding the language and literacy development strengths and needs of bilingual/multilingual children. **Please review the class participation rubric on Blackboard.**

2. Language Proficiency Assessment (20%)-Due Nov. 15th

Teacher candidates will work in teams of two or three to review and critique language proficiency tests currently used in the schools to determine placement in ESOL and foreign language programs. Each team will make a **presentation** on a different subcomponent and grade level of WIDA, ACTFL, or other tests/tasks and critique them using assessment principles, including validity, reliability and practicality. Additional details for this assignment and its scoring rubric are included in this syllabus and posted on Blackboard.

3. Data Analysis Module (20%)-Due Nov. 22nd

Data analysis and knowing how 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 and will be 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 and formative assessment.

4. Classroom-Based Assessment (25%)-field experience (CBA)-Due Dec. 9th

This will be submitted via Blackboard in Fall 2020. It is NOT required to submit fieldwork logs or evaluations by mentor teachers in Fall 2020.

In this project, you will use your knowledge of assessment principles to create, implement and evaluate at least two assessment instruments in a language learning classroom. For this project, you will identify an assessment need of an ESL/FL classroom (using your own classroom or working with a cooperating teacher) and discuss the level/age/grade/content you will be assessing. Candidates will select two separate and distinct 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 (a) defend the validity and reliability of inferences made about students, (b) describe how they will interpret and analyze data from these assessments, and (c) describe how each assessment task and scoring tool can be improved.

This is a **program required performance-based assessment (PBA)**. **Your final paper (as a Word document should be uploaded to Blackboard** The guidelines for preparing the CBA Project and its scoring rubric are included in this syllabus and posted on Blackboard.

Guidelines for working on teams

Teachers 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.

Grading

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

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

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Honor Code & Integrity of Work

- **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.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) 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 up to the discretion of the instructor to approve the 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 withdrawals will be permitted.

Online Participation/Attendance Policy

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

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including 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.

COURSE SCHEDULE

Faculty reserve the right to alter the schedule as necessary, with notification to students.

Date	Topic	Readings & Assignments due
<p>Week One Oct. 19th-25th</p>	<p><u>Welcome and introduction:</u></p> <ul style="list-style-type: none"> • Introduction to course and instructor • Course framework <p><u>MODULE 1: Building a foundation- Instructional needs of language learners</u></p> <ul style="list-style-type: none"> • Language acquisition (history & theory) • Making instructional choices for ELL (language teaching & learning) 	<ul style="list-style-type: none"> • Watch introductory video <p>Read:</p> <ul style="list-style-type: none"> • Krashen Ch.II (the 5 hypotheses only). Check reading on Blackboard. • Keeves & Darmawan (2007). Issues in language learning: http://files.eric.ed.gov/fulltext/EJ834142.pdf • Krashen Ch.V (section A). Find on Blackboard. <p>Complete all assignments and activities in Weekly Module</p> <ul style="list-style-type: none"> • Post your introduction under Blackboard Discussion link (guidelines are included in discussion board link)
<p>Week Two Oct. 26th- Nov. 1st</p>	<p><u>MODULE 2: Connecting instruction with assessment</u></p> <ul style="list-style-type: none"> • Backward design-KUD • Where is assessment in the cycle? <ul style="list-style-type: none"> ❖ Where do assessment & instruction fit in the big picture of teaching & learning? ❖ How do teachers plan instruction based on assessment information? • How does this process insure: 	<p>Read:</p> <ul style="list-style-type: none"> • Chapter 2 in Estes, T.H. & Mintz, S.L. (2016). <i>Instruction: A Models Approach, 7th edition</i>. Pearson. (Reading provided on Bb) • Kumpost, J.N. (2009). Understanding the “understands” in KUDs. www.differentiationcentral.com • Brown & Abeywickrama Ch. 2 <p>Complete all assignments and activities in Weekly Module</p>

	<p>Validity, Reliability, Practicality, Authenticity, and Washback?</p> <ul style="list-style-type: none"> ❖ Principles: differentiation & scaffolding. 	
<p>Week Three Nov. 2nd- 8th</p>	<p><u>MODULE 3: Categories & types of assessment</u></p> <ul style="list-style-type: none"> • Assessments-Mapping <ul style="list-style-type: none"> ❖ Pre-assessment ❖ Summative ❖ Formative 	<p>Read:</p> <ul style="list-style-type: none"> • Brown & Abeywickrama Ch. 3, 4, & 10 <p>Complete all assignments and activities in Weekly Module</p>
<p>Week Four Nov. 9th- 15th</p>	<p><u>Module 4: Language proficiency assessment (LPA)</u></p> <ul style="list-style-type: none"> • ACTFL guidelines <ul style="list-style-type: none"> ❖ Purpose & components ❖ Identification & placement (home lan. Survey) • Els with disabilities <ul style="list-style-type: none"> ❖ Accommodations • WIDA <ul style="list-style-type: none"> ❖ Standards ❖ Data interpretation 	<p>Read:</p> <ul style="list-style-type: none"> • New America-Educations policy: https://www.newamerica.org/education-policy/topics/english-learners/dll-assessment/ • Abedi, J. (2007)-ch. 2: https://education.ucdavis.edu/sites/main/files/ELP_Report.pdf • Liskin-Gasparro (2003), The ACTFL Prof. Guidelines and the Oral Proficiency Interview: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.467.4444&rep=rep1&type=pdf • Article: Shafer Wilner, Accomms/Access (reading provided under week's module-Blackboard) <p>Assignment this week-Language Proficiency Assessment-paper is due on the 15th before midnight</p>
<p>Week Five Nov. 16th-</p>	<p><u>Module 5: Diagnostic assessment</u></p> <p>A. Application</p>	<p>Read:</p> <ul style="list-style-type: none"> • Brown & Abeywickrama Ch. 6-9

22 nd	<ul style="list-style-type: none"> ❖ the 4 skills: listening, speaking, reading, & writing. <ul style="list-style-type: none"> ➤ Materials, tasks, scaffolding, & scoring 	<ul style="list-style-type: none"> • Badgett & Christmann [on Bboard] 3, 4, & 5 <p>Complete all assignments and activities in Weekly Module</p> <p>Assignment this week-Data Analysis Module-paper is due on the 22nd before midnight</p>
Week Six Nov. 23 rd -29 th	Includes THANKSGIVING the 25th-28th <ul style="list-style-type: none"> ❖ Use of rubrics 	Continue to make progress on: <ul style="list-style-type: none"> • Rubrics: https://carla.umn.edu/assessment/vac/improvement/p_4.html <p>No discussion board this week!</p>
Week Seven Nov. 30 th -Dec. 6 th	<p>B. Diagnostic assessment of learning disabilities & gifted & talented learners.</p> <ul style="list-style-type: none"> ❖ What are the issues? ❖ Assessment bias in standardized tests of cognitive ability. 	<p>Read:</p> <ul style="list-style-type: none"> • Preventing inappropriate referrals... (Garcia & Ortiz, 2004) • Is there a ‘disability’ for learning a foreign language? (Sparks, 2006) • http://www.ernweb.com/educational-research-articles/is-there-a-disability-for-learning-foreign-languages/ • Vicki Adelson, Esther Geva, and Christie Fraser (2014). Identification, Assessment, and Instruction of English Language Learners with Learning Difficulties in the Elementary and Intermediate Grades: http://www.ctserc.org/assets/documents/initiatives/specific-learning-disabilities-dyslexia/archive/ELLS-with-special-needs.pdf <p>Complete all assignments and activities in Weekly Module</p> <ul style="list-style-type: none"> • Answer cases questions on assessment accommodations and accessibility in standardized tests

Dec. 7 th -9 th	<ul style="list-style-type: none"> Working on final paper Use this reading as a review: https://files.eric.ed.gov/fulltext/E0545800.pdf 	Classroom-Based Assessment Paper-final project is due on Blackboard.

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 <https://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/>.

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

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 additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>