

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



EDCI 520-DL1 – Assessment for Language Learners
3 Credits, Spring 2022
Asynchronous Online, January 24-May 18

Faculty

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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.

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 (Online)

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 Friday January 21st.**

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.

This online course is **not self-paced. You will be expected to complete one module every week.** Completing a module includes reading, participating in discussions with the whole class, and completing any accompanying assignments and/or activities associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

Course Week: This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, each weekly module will **start** on **Tuesdays** and **finish** on **Mondays**.

Absences: Candidates are expected to fully participate every week in the discussions and activities in online courses for which they registered. Students should contact the professor ahead of any non-participation online. Only approved (see Mason catalog) absences will not result in a grade penalty. Unless extreme circumstances prevail that have been communicated to the instructor, **candidates who fail to fully participate online for two weeks will be considered to have two absences in this course and will not be permitted to complete the class.**

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, each module will start on Tuesday, and finish on Monday. **Initial** entries in discussion post questions should be by **Fridays** and **response** entries to colleagues should be by **Sundays**. Any **major assignments’** submissions should be by **Mondays**.
- 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., & Abeywickrama, P. (3rd Ed). (2019). *Language assessment: Principles and classroom practices*. Pearson. And, other articles provided on Blackboard weekly modules.

Recommended Texts:

Gottlieb, M. (2016). *Assessing English language learners*, 2nd ed. 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*. Routledge.
- Black, P. & D. Wiliam, D. (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.). Pearson.
- Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2011). *Classroom assessment for student learning*, 2nd Ed. Pearson.
- Depka, E. (2019). *Letting data lead: How to design, analyze, and respond to classroom assessment*. Solution Tree Press.
- Fairbairn, S. & Jones-Vo, S. (2019). *Differentiating instruction & assessment for English language learners*. Carlson Publishing.
- Herrera, S. G., Murry, K. G., & Cabral, R. M. (2012). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*, 2nd ed. Pearson.
- Heritage, M. (2010). *Formative assessment: Making it happen in the classroom*. Corwin Press.
- Hughes, A. (2002). *Testing for language teachers*. (2nd ed). Cambridge University Press.
- Jones, J. & D. Wiliam, D. (2014). *Modern foreign languages inside the black box: Assessment for learning in the modern foreign language classroom*. Learning Sciences International.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Pearson Longman.
- Pierce, L.V. (2018). Assessment. In C. Ovando & M.C. Combs (Eds.), *Bilingual and ESL classrooms* (6th ed.) (pp. 283-344). Rowman & Littlefield.
- Pierce, L.V. (2003) *Assessing English Language Learners*. National Education Association.
- Popham, W. J. (2018). *Classroom assessment: What teachers need to know*. 8th ed. Pearson.
- Reutzell, D. R., & Cooter, R. B. (2010). 4th ed. *Strategies for reading assessment and instruction: Helping every child succeed*. Merrill Prentice Hall.
- Shiel, T. K. (2017). *Designing & using performance tasks*. Corwin Press.
- Tuttle, H. G. & Tuttle, A. (2011). *Improving foreign language speaking through formative assessment*. 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, VIA).

VIA PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT (Assessment of Language Learners Classroom Based Assessment)

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 and the Fieldwork Log of Hours and Evaluation Form to VIA 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 VIA through Blackboard. Failure to submit the assessment to VIA (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 VIA submission, the IN will convert to an F nine weeks into the following semester.

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

***TCLDEL Fieldwork Log of Hours and Evaluation Forms must be uploaded to VIA on Blackboard.** The forms are located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

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.

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

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	30 percent	Each week
Standard-Based Assessment Design	Candidates will choose one standard, design matching objectives, choose a matching instructional activity, then list the appropriate assessments that aligns with their chosen standard-objective-& instruction.	ISTE 2 INTASC 1, 6	2a, 2b, 2c, 2d	15 percent	3/28
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	15 percent	4/11
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/Endorsement Requirement	1b, 2a, 2b, 2c, 2d, 3c, 3d, 5c	25 percent	5/18
Field Experience Log	Candidates will complete a minimum of 15 hours of school-based field experiences. Field experience must be documented by submitting a Field Experience Log of Hours and Evaluation form to VIA.	Requirement for licensure/endorsement		15 percent	5/18

Each course assignment is described below. Evaluation criteria for the Performance-Based Assessments 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 (30%)-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. Standards-Based Assessment Design (15%)-Due 3/28

Candidate will choose a Standard in their content area and grade level and write three measurable lesson objectives that assess each standard utilizing Bloom's Taxonomy (see how to frame Objectives –link at module), then create an instructional activity that best match and achieve those objectives. Once this phase of planning is decided, candidates will only list which assessments can best be used to match with those objectives including: 1. a pre-assessment 2. Two formative

assessment (a language based and a content based). **This assignment will prepare you to implement those outlined assessments in your final project (PBA) in your classroom. The whole process will take you through the practice of the foundational understanding of how assessments are developed based on instructional planning and design, then later in the PBA you learn how to design those assessments and how you will modify and analyze them.**

3. Data Analysis Module (15%)-Due 4/11

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 (PBA)-Due 5/18

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 assessments for 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/polices-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 1</p> <p>Jan. 25-31</p>	<p><u>Welcome and introduction:</u></p> <ul style="list-style-type: none"> • Introduction to course and instructor • Course framework 	<ul style="list-style-type: none"> • Watch introductory video • Post your introduction under Blackboard Discussion link (guidelines are included in discussion board link)
<p>Week 2</p> <p>Feb. 1-7</p>	<p><u>MODULE 1: Building a foundation- Instructional needs of language learners</u></p> <ul style="list-style-type: none"> • Language acquisition (history & theory) <p>Making instructional choices for ELL (<i>language teaching & learning</i>)</p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Krashen Ch.II & V-sections A&B. Check reading on Blackboard. 2. Keeves & Darmawan (2007). Issues in language learning: http://files.eric.ed.gov/fulltext/EJ834142.pdf <p>Complete all assignments and activities in Weekly Module</p>
<p>Week 3</p> <p>Feb. 8-14</p>	<p><u>MODULE 2: Connecting instruction with assessment</u></p> <ul style="list-style-type: none"> • Backward design-KUD 	<p>Read:</p> <ol style="list-style-type: none"> 1. Chapter 2 in Estes, T.H. & Mintz, S.L. (2016). <i>Instruction: A Models Approach, 7th edition</i>. Pearson. (Reading provided on Bb) 2. Kumpost, J.N. (2009). Understanding the “understands” in KUDs: www.differentiationcentral.com
<p>Week 4</p> <p>Feb. 15-21</p>	<p><u>MODULE 2: Continue</u></p> <p>Where is assessment in the cycle? <i>Setting assessment purpose</i></p> <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? 	<p>Read:</p> <p>Brown & Abeywickrama Ch. 2</p> <p>Complete all assignments and activities in Weekly Module</p>

	<ul style="list-style-type: none"> • How does this process ensure practicality, authenticity, validity, reliability, & washback? <p>Principles: differentiation & scaffolding.</p>	
<p>Week 5</p> <p>Feb. 22-28</p>	<p><u>MODULE 3: Categories & types of assessment</u></p> <ul style="list-style-type: none"> • Assessments-Mapping (<i>pre-assessment, formative, & summative</i>) • Details: <ul style="list-style-type: none"> A. Pre-assessment & Standard-based design 	<p>Watch:</p> <p>Video posted under week 5 folder</p> <p>Read:</p> <p>Brown & Abeywickrama Ch. 4</p>
<p>Week 6</p> <p>Mar. 1-7</p>	<p><u>MODULE 3: Continued</u></p> <p>B. Formative</p> <ol style="list-style-type: none"> I. Development of authentic assessment II. Innovative application to classroom-based assessment for ELL III. Portfolios 	<p>Read:</p> <ol style="list-style-type: none"> 1. Sonia Brown, <i>Developing Authentic Assessment for English Language Teaching: A Theoretical View</i>: https://www.growingscholar.org/journal/index.php/TIJOLAC/article/view/5/8 2. FluentU, <i>5 Innovative ways to use technology for ELL</i>: https://www.fluentu.com/blog/educator-english/technology-for-ell-students/ <p>Complete all assignments and activities in Weekly Module</p>
<p>Week 7</p> <p>Mar. 8-14</p>	<p><u>MODULE 3: Continued</u></p> <p>C. Summative</p> <ol style="list-style-type: none"> i. Identification (<i>Home Lan. Survey</i>) ii. Language Proficiency Assessment (LPA) <ul style="list-style-type: none"> ◆ Placement, 	<p>Read:</p> <ol style="list-style-type: none"> 1. New America-Educations policy: https://www.newamerica.org/education-policy/topics/english-learners/dll-assessment/ Article: Shafer Wilner, Accommodations/Access: https://wida.wisc.edu/sites/default/files/resource/WIDA-Accessibility-Accommodations-Framework.pdf

	interpretation, & accommodations	Complete all assignments and activities in Weekly Module
Mar. 15-21	Spring Break	RECESS
Week 8 Mar. 22-28	<u>MODULE 3: Continued</u> <ul style="list-style-type: none"> ◆ Monitoring (<i>WIDA</i>) ◆ Data interpretations 	Watch: 1. <i>WIDA data interpretation (video available in Bb)</i> Assignment this week-Standards based design is due 3/28 before midnight.
Week 9 Mar. 29-Apr. 4	<u>MODULE 3: C. Summative –</u> iii. Diagnostic assessment - Creating Tests https://www.youtube.com/watch?v=WLkLshXjtRw ❖ the 4 skills: listening (https://www.youtube.com/watch?v=kihdmpYSrGI), speaking shorter:(https://www.youtube.com/watch?v=4bA2A5212c4) OR (https://www.youtube.com/watch?v=-xlaXmhZSxk), 	Read: <ul style="list-style-type: none"> • Brown & Abeywickrama Ch. 6-7 (<i>the links are short clips of these readings</i>) Complete all assignments and activities in Weekly Module
Week 10 Apr. 5-11	reading (https://www.youtube.com/watch?v=dr-MirsQjeE) &	Read: <ul style="list-style-type: none"> • Brown & Abeywickrama Ch. 8-9 (<i>these are short clips of these readings</i>)

	<p>(https://www.youtube.com/watch?v=98IBrdO9790), & writing (https://www.youtube.com/watch?v=ZWrMfWz9oFY&list=PLC IvYPHLTm2As3OiDbgLszQHo 9ZgehA&index=15).</p>	<p>Assignment this week-Data Analysis Module- paper is due on 4/11 before midnight</p>
<p>Week 11 Apr. 12-18</p>	<p><u>MODULE 4: Measurement</u></p> <ol style="list-style-type: none"> 1. Improving grading practices 2. Using rubrics 	<p>Read:</p> <ol style="list-style-type: none"> 1. Brown & Abeywickrama Ch. 11 2. Rubrics design: https://carla.umn.edu/assessment/vac/improvement/p_4.html
<p>Week 12 Apr. 19-25</p>	<p><u>MODULE 4: Continued</u></p> <ol style="list-style-type: none"> 3. Measurements that might help in determining an existence of an ELL's disability 	<p>Read:</p> <ol style="list-style-type: none"> 3. 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: https://ctserc.org/documents/resources/ELLS-with-special-needs.pdf <p>Complete all assignments and activities in Weekly Module (<i>Answer cases questions on assessment accommodations and accessibility in standardized tests</i>)</p>
<p>Week 13 Apr. 26-May 2</p>	<p><u>MODULE 4: Measurement-</u></p> <ol style="list-style-type: none"> 1. Beyond letter grading 	<p>Read:</p> <ol style="list-style-type: none"> 1. Brown & Abeywickrama Ch. 12 2. ASCA, <i>Can we get beyond letter grades?:</i> https://www.ascd.org/el/articles/can-we-get-beyond-letter-grades <p>Complete all assignments and activities in Weekly Module</p>

<p>Week 14 May 3-9</p>	<p>2. Analysis of Instruments</p> <ul style="list-style-type: none"> • Validity Reliability 	<p>Read: Jamal Abedi, <i>Validity of Assessments for English Language Learning Students in a National/ International Context:</i> https://core.ac.uk/download/pdf/83561889.pdf</p>
<p>Week 15 May 10-18</p>	<ul style="list-style-type: none"> • Working on final paper • Use this reading as a review: https://files.eric.ed.gov/fulltext/ED545800.pdf 	<p>Classroom-Based Assessment Paper-final project is due on VIA on 5/18 before midnight.</p>

Core Values Commitment

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

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 VIA should be directed to VIAhelp@gmu.edu or <http://cehd.gmu.edu/aero/assessments>. 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/>

Assessment of Language Learners Classroom-Based Assessment Rubric

Score Points Domain	Does Not Meet 1	<i>Approaching</i> 2	Meets Standards 3	Exceeds Standards 4
Design & Administration <i>(TESOL Standard 4b)</i> <i>(ACTFL Standards 4b & 5a)</i>	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 <i>(TESOL Standard 4b)</i> <i>(ACTFL Standards 4b & 5a)</i>	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.	Provides accurate and specific reasons to defend choice of each assessment tool format and structure, making each appropriate to the target group and assessment purpose.
Scaffolding <i>(TESOL Standard 4b)</i> <i>(ACTFL Standard 3b)</i>	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 tool, and these match the language proficiency level of target students and enable them to show what they know.
Validity & Reliability <i>(TESOL Standard 4a)</i> <i>(ACTFL Standard 5a)</i>	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 how design of each assessment tool ensures construct, content, and consequential validity and intra-rater reliability.

<p>Analysis of Teaching Impact & Design <i>(TESOL Standard 4a)</i> <i>(ACTFL Standard 5b)</i></p>	<p>Analyzes results only briefly and with numerous inaccuracies. Fails to propose revisions to assessment tools.</p>	<p>Only briefly describes results and needs elaboration or arrives at conclusions and recommendations without evidence from test results, and/or analyzes results inaccurately or incompletely, with little discussion of teaching implications. May omit student samples.</p>	<p>Analyzes test results or effectiveness of implementation with some inaccuracies, incompletely, may need elaboration on points made, or proposes revisions that are unlikely to improve the assessment tools, and may have some inaccuracies in teaching implications. May omit student samples.</p>	<p>Accurately analyzes test results on each assessment tool, effectiveness of implementation, strengths and weaknesses of assessments, and proposes and justifies revisions and teaching implications that will improve the assessment tools and promote student learning. Includes samples of student work.</p>
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