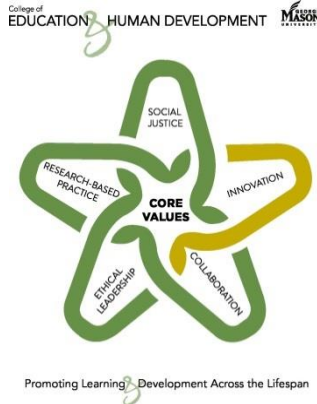


George Mason University  
College of Education and Human Development  
Teaching Culturally & Linguistically Diverse and Exceptional Learners



**EDCI 520 - Section DL1 - Assessment for Language Learners**

**3 Credits – Fall 2024**  
**Tuesdays/4:30 – 7:10 pm, Online – Live - Synchronous**  
**Aug. 27 to Dec. 17, 2024**

**Faculty**

**Name:** Lorraine Valdez Pierce, Ph.D.  
**Office Hours:** Virtual office hours - by appointment  
**Office Location:** Thompson Hall 1502, Fairfax Campus  
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**Email:** [LPIERCE@gmu.edu](mailto:LPIERCE@gmu.edu)

**Prerequisites/Corequisites**

Required Pre- or corequisites: EDCI 519 or 560 with a 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. Fieldwork hours are required.

**Course Overview**

EDCI 520 introduces teachers to basic principles and current, innovative approaches to assessment of language learners in ESL, bilingual education, world 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 in this course are: ensuring reliability and validity of inferences based on assessments; interpreting assessment results from a variety of sources in order to make instructional decisions; reviewing language proficiency tests; 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 for performance-based assessments; engaging students in peer and self-assessment; writing multiple-choice test items; and becoming familiar with accommodations and accessibility features appropriate for language learners taking standardized tests. Students will have opportunities to critically examine commercial tests used in current practice and to develop their own.

**This course is required for both ESL and World/Foreign Language teacher licensure as well as for meeting endorsement requirements for non-language teachers who are already licensed in other fields.**

### Course Delivery Method

This course will be delivered online (76% or more) using a ***synchronous format*** via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available Aug. 20.

To access the course in Blackboard, go to: <https://mymasonportal.gmu.edu/>

**Please note: We'll be meeting live on Zoom every week beginning on Tuesday, Aug. 27 from 4:30 - 7:10 pm, so please make the necessary work/family/travel arrangements to attend.**

***Under no circumstances, may students participate in online class sessions while operating motor vehicles.***

### Learning Outcomes

This course is designed to enable teachers 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 to plan 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, including technology-based assessments;*
7. *Provide scaffolding to assessments based on the language proficiency levels of the learners;*
8. *Demonstrate knowledge of accommodations, accessibility features, and administrative considerations for language learners taking state standardized tests.*

## **PROFESSIONAL STANDARDS**

This course addresses 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 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 21<sup>st</sup> 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*. Association for Supervision & Curriculum Development (ASCD).
- Brown, H. D., & Abeywickrama, P. (2019). *Language assessment: Principles and classroom practices*, 3<sup>rd</sup> ed. Pearson.

**RECOMMENDED READING**

- Basterra, M., Trumbull, E., & Solano-Flores, G. (2011). *Cultural validity in assessment: Addressing linguistic and cultural diversity*. Routledge.
- Black, P. & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80 (2), 139-148.
- Brookhart, S. M. (2015). *Performance assessment: Showing what students know and can do*. Learning Sciences International.
- 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*, 2<sup>nd</sup> 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*. Caslon Publishing.
- Fumiyo, N. & Berry, V. (2021). Use of innovative technology in oral language assessment. *Assessment in education: Principles, Policy, & Practice*, 28(4), 343-349.  
<https://doi.org/10.1080/0969594X.2021.2004530>
- Herrera, S. G., Murry, K.G., & Cabral, R. M. (2012). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*, 2<sup>nd</sup> ed. Pearson.
- Heritage, M. (2021). *Formative assessment: Making it happen in the classroom*. Corwin Press.
- Hughes, A. & Hughes, J. (2020). *Testing for language teachers*, 3<sup>rd</sup> ed. Cambridge University Press.
- Jones, J. & Wiliam, D. (2014). *Modern foreign languages inside the black box: Assessment for learning in the modern foreign language classroom*. Learning Sciences International.
- Lys, F. (2013). The Development of Advanced Learner Oral Proficiency Using iPads. *Language Learning & Technology*, 17(3), 94-116. <https://doi.org/10125/44341>

- McTighe, J., Doubet, K.J., & Carbaugh, E. M. (2020). *Designing authentic performance tasks and projects: Tools for meaningful learning and assessment*. Association for Supervision & Curriculum Development (ASCD).
- Mihai, F. M. (2017). *Assessing English learners in the content areas*, 2<sup>nd</sup> ed. Ann Arbor, MI: University of Michigan Press.
- O'Malley, J.M. & Pierce, L. V. (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* (6<sup>th</sup> 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*. 8<sup>th</sup> ed. New York: Pearson.
- Reutzell, D. R. & Cooter, R.B., Jr. (2010). 4<sup>th</sup> 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.
- Tuttle, H.G. & Tuttle, A. (2011). *Improving foreign language speaking through formative assessment*. New York: Routledge.

### **Resources Available on Blackboard**

Additional required readings, sample course projects by previous students

Zoom, Discussion Board, Kaltura Capture (upload audio and video recordings)

### **Recommended Resources**

**TESOL PreK-12 English Language Proficiency Standards Framework**

[https://www.tesol.org/media/fuwijiu4/bk\\_prek-12elpstandards\\_framework\\_318.pdf](https://www.tesol.org/media/fuwijiu4/bk_prek-12elpstandards_framework_318.pdf)

**ACTFL World Readiness Standards for Learning Languages**

<https://www.actfl.org/resources/world-readiness-standards-learning-languages>

**Assessment & Evaluation Language Resource Center (world languages)** <https://aelrc.georgetown.edu/>

**WIDA English Language Development Standards Framework** <https://wida.wisc.edu/teach/standards/eld>

## Technical Requirements

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

- High-speed internet access with updated browsers.
  - Blackboard Learn supported browsers:  
[https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

## *Expectations*

- Course Week:  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:  
Students must **actively check the LMS site (Blackboard) and their GMU email** for communications from the instructor, class discussions, and/or access to course materials at least twice a week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing and reading 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 on the **Class Schedule** of this syllabus. It is each 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. Those unable to come to a Mason campus 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 comments carefully before posting them so that 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.



## Course Performance Evaluation

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

### Assignments

<i>Assignment Description</i>	<i>Due Date</i>	<i>Percent of Grade</i>
<b>1. Field Experience – FERF Application/Email Confirmation or Full-Time Teaching Information</b>	<b>Wk. 2: Sept. 3</b>	*
<b>2. Language Proficiency Assessment Project</b>	<b>Wk. 5: Sept. 24</b>	25%
<b>3. Quizzes</b>	<b>Wks. 8 &amp; 15: Oct. 15 &amp; Dec. 3</b>	15%
<b>4. Data Analysis Module</b>	<b>Wk. 14: Nov. 26</b>	25%
<b>5. Field Experience – Signed Log of Hours and Evaluation Form</b>	<b>Wk. 15: Dec. 3</b>	*
<b>6. Classroom-Based Assessment Project (Key Performance-Based Assmt - PBA)</b>	<b>Wk. 16: Dec. 10</b>	35%
<b>7. Discussion Board</b>	<b>Biweekly</b>	Optional

\*Submitting the Field Experience Application/Confirmation and completed and signed forms is required in order to get a final grade in this course.

#### Due Dates & Submitting Assignments to Blackboard

- **Language Proficiency Assessment Project, Data Analysis Module, and CBA Project** - Upload under ASSESSMENTS by 11:59 pm on the due date indicated on the class schedule. Upload final versions that are ready to be graded (rather than drafts for feedback- send drafts by email).
- **Quizzes** are due by 11:59 pm on the due date; upload to ASSIGNMENTS on Bbd.
- **Discussion Board** postings are OPTIONAL and due as indicated on the Course Schedule and on Bbd.
- **Field Experience documents** – due as indicated on this syllabus and on Blackboard.

## Other Requirements

### ***Attendance & Online Participation***

Students are expected to participate in all live online sessions. Not participating in an online discussion module or missing a live class session will be reflected as an absence. **Students with more than two absences will not receive credit for this course.** In case of an emergency or situation that interferes with your participation, please notify the instructor by email as soon as possible.

Please send the instructor an email explaining any planned absence prior to that absence or unplanned absence on the same day of class. It is your responsibility to obtain any materials distributed in any session you may have missed. Please plan to arrive to each class session on time and to avoid repeated tardiness.

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

During online synchronous sessions, being completely attentive in the moment (100% attention), listening and taking notes during instructor and peer presentations, and participating in whole class and small group discussions are clear indicators of your active participation.

### ***Submission Requirements***

Written papers and presentation slides will be submitted to Blackboard by the specified deadline. Only Word documents and PowerPoint/Google slides will be accepted for work generated by each teacher. Please do not submit papers as PDF files; however, you can include scanned documents as PDF attachments to your narratives. No cell phone or other photo images of required documents will be accepted. Upload course papers and other requirements to be graded to Blackboard under Assessments (rather than send by email).

**Resubmission Policy:** Course requirements (summative assessments) that have been graded and returned to you will not be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice. However, you *will* have the opportunity to submit drafts for formative feedback before final papers are due.

### **Naming Your Electronic Files**

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

YOUR LAST NAME\_FIRST INITIAL\_Abbreviated Assignment Title\_mmddyy (*monthdayyear submitted*)

Zapata\_R\_LPA Proj\_022824

## LAPTOP/CELL PHONE POLICY

Laptop use in online courses is to be expected, but please limit their use to accessing live class sessions and Blackboard or Zoom. Please refrain from using laptops and cell phones to engage in non-class related tasks (such as 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 should be turned off or silenced (rather than on *Vibrate*) during live class sessions (unless they are being used for accessing the class session). Ask the instructor if you have an emergency request.

## GUIDELINES FOR WORKING IN TEAMS

Students working on 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. Each team member will be responsible for learning about all required categories of your selected test.

## Late Work Policy

At the graduate level, all work is expected to be of high quality (***produced electronically as a Word document or slide 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 accept 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 approved.

**Incomplete (IN) Grade**

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 stating a reasonable amount of time for completing 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.

## VIA SUBMISSION REQUIREMENTS

### PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every candidate registered for any *Teaching Culturally, Linguistically Diverse & Exceptional Learners* course with a required performance-based assessment (PBA) is required to submit this assessment [the CBA Project], 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 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.

**Using VIA through Blackboard** - To learn how to login and upload your work using VIA on Blackboard, please watch this [video](#) or review these [Powerpoint slides](#). Please email [VIAhelp@gmu.edu](mailto:VIAhelp@gmu.edu) with any questions or concerns.

### 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 of field experience in 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 for each course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses with the same teacher and students. Materials and products used for one course cannot also be used for another course (e.g., videos, lesson plans, activities, etc.)

**\*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to VIA on Blackboard.** These forms are located on our course Blackboard site.

**In-service Teachers and Instructional Assistants:** Field experience can often be conducted in your own classroom if you have access to the population of students needed for the required performance-based assessment (*Classroom-Based Assessment Project*) and other assignments required for this course. Please consult your instructor about the viability of using your classroom for conducting field work for this course. Please get the course instructor's approval before proceeding with field work in your own classroom. You will need both the instructor's and your building administrator's approvals, before you can begin to complete your hours. **The deadline to submit your field experience placement to your instructor is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment.**

**Pre-service Teachers: If you are not currently working in a K-12 school, or you are a substitute teacher in a K-12 school,** you will need to be placed in an appropriate fieldwork setting to complete your required performance-based

assessment (*Classroom-Based Assessment Project*) and fieldwork hours for this course. You must request a fieldwork site using the online Field Experience Request Form (FERF) available here: <https://cehd.gmu.edu/endorse/ferf>.

You will check the box indicating “I request to be placed by the Clinical Practice Coordinator for my field experiences” - this includes observations and/or case studies. If you are a site-based substitute or have a long-term substitute contract (placed in one classroom for multiple weeks), you will select “I will complete my field placement in my own classroom...” and then email the Clinical Practice Coordinator at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu) to let them know you are a long-term sub or site-based sub. They will need to collect additional information from you.

**Field experience for this course can be expected to take place over 4 - 8 weeks.** Please distribute your time so that you spend at least two hours each week with the teacher and students in your school placement (see CBA requirements).

**The deadline to submit your online field experience request is Week 2 of class,** but we highly recommend you submit your FERF at the end of your first week of class once you know which of your courses require field experience hours.

**Failure to submit a FERF request will result in an unsatisfactory grade for your fieldwork assignment.** You will be required to enter the course name/number and instructor for each of your courses that require field placement. You will only be eligible to submit one FERF request per semester.

**NOTE 1: If you are a foreign/world language candidate, you MUST complete all of your fieldwork in a foreign/world language classroom. If you are assigned a FLES [elementary school] teacher, please request a different class setting where language learning is the primary objective and students receive foreign language credits.**

**NOTE 2: Failure to submit documentation of successful completion of your fieldwork by the deadline set by the course instructor will make you ineligible to register for future courses, be recommended for licensure, or receive a grade for this course.**

## Student Evaluations of Teaching (SET) - End of Semester

Student Evaluation of Teaching surveys will come online and be made available to you by email approximately 2 weeks before the end of the semester.

Please **complete this online survey as soon as possible**. Your responses are completely anonymous.

Your responses to this survey are used for at least 2 purposes:

- (1) for me to use to improve the course the next time I teach it and
- (2) for my annual faculty evaluation report (to determine salary and promotion).

Therefore, it is a high-stakes evaluation for my job and for students taking this course after you.

**Course - specific questions** - I will add 2 - 3 questions at the very end of the survey that will help determine how I teach this course in the future. **Your responses to these questions are very important.** Please let me hear from you by taking a few minutes to respond to the questions on this survey.

You'll receive an email from the Office of Institutional Effectiveness & Planning (OIEP) through an online survey program called BLUE.

Here's information on the SET form and a preview of the actual questions on the form (these are the general questions sent to students in all courses - course-specific questions will appear only on the survey for this course once it is released):

Link to the SET survey on BLUE: <https://gmu.bluera.com/gmu/>

[\*Student Evals of Tchq Information\*](#)

[\*SET-Questions .pdf\*](#)

## 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 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.

### Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

### Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See

<https://cehd.gmu.edu/current-students/cehd-student-guide>.




## Class Schedule of Readings & Assignments

Please **read and answer questions on the materials listed by each date**. *OPT* indicates **optional** readings and tasks.

We'll be **meeting live every Tuesday** on the Zoom link listed below and on Bbd. Class Zoom link:

<https://gmu.zoom.us/j/9844129549>

Module & Date	Topics	Readings/ Assignments/Assessments
1 Aug. 27 <b>First class meeting</b>	<b>Course Overview</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Textbooks &amp; readings on Bbd</li> <li>• Required course projects</li> <li>• Traditional &amp; alternative assmt</li> <li>• <i>Overview of Language Proficiency Assessment (LPA) Project</i></li> </ul>	<i>Forming LPA Teams</i> <i>Bbd - Course overview slides, Qs on traditional vs. alternative assmt., LPA Project Directions</i>
2 Sept. 3	<b>Language Proficiency Assessment (LPA)</b> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Components</li> <li>• Reviewing tests</li> <li>• Legal mandates</li> <li>• Finalize LPA teams</li> </ul> <p style="background-color: #e0e0e0; margin-top: 5px;"><b>Due Today: Field Placement Confirmation/Registration</b></p>	<i>B &amp; A, pp. 11 -12, 35 - 36, 124-126</i> <i>Bbd - Pierce - Identification &amp; Placement (4 p), Lopez - Key issues...initial identification ...ELLS (8 p), Home Language Surveys (3 p), Legal Mandates (2 p), video tutorials [OPT: Clifford - CRT Prof. Testing (10 p), Liskin-Gasparro - ACTFL Prof. Guidelines &amp; OPI (7 p), Purpura - Sec. &amp; FL Assmt (15 p), Discussion Bd - Assmt Principles &amp; Rubric Revision]</i>
3 Sept. 10	<b>Assessment Principles</b> <ul style="list-style-type: none"> <li>• Validity &amp; Reliability</li> <li>• Practicality, Authenticity, Washback</li> </ul> <i>Overview of Classroom-Based Assmt Project</i>	<i>B &amp; A, Ch. 2</i> <i>Bbd - Pierce - Definitions of validity &amp; reliability (5 p), glossary &amp; review Qs, CBA Project Directions [OPT: Video tutorial]</i>
4 Sept. 17	<b>Types of Assessments</b> <ul style="list-style-type: none"> <li>• Criterion-referenced vs. norm-referenced</li> <li>• Standards-based assessment</li> <li>• Formative &amp; summative assmt</li> <li>• Performance-based assessment</li> <li>• Ethics of teaching to the test</li> <li>• <i>Overview of Data Analysis Module</i></li> </ul>	<i>Brown &amp; Abeywickrama (B &amp; A), Chs. 1 &amp; 4 (pp. 102 - 108)</i> <i>Bbd - Qs on assmt. types, state standards, Fair Test (4 p) &amp; video tutorial, Data Analysis Module Directions [OPTIONAL: Tech tip video, Discussion Bd – LPA Teams, BYOR]</i>
5 Sept. 24	<p style="background-color: #e0e0e0; margin: 0;"><b>Due Today: Language Proficiency Assessment Project - Team Presentations</b></p> <i>Bbd - Presenter Tips &amp; Schedule, Sample presentation videos</i>	
6 Oct. 1	<b>Assessing Language of Content Areas</b> <ul style="list-style-type: none"> <li>• Math, Lang. Arts, Science, Social St.</li> <li>• Four key uses of language</li> <li>• Vocabulary, grammar, syntax</li> </ul>	<i>B &amp; A, pp. 17 - 19</i> <i>Bbd - Gottlieb, Ch. 3 (30 p), Pappamihel &amp; Mihai (10 p) [OPT: Mihai, Ch. 4 (35 p) &amp; Stahl &amp; Bravo, Classroom Vocab. Assmt (15 p), Sample math rubrics, Video tech tip, Discussion Bd - CBA Planning]</i>

7 Oct. 8	<b>Planning your Classroom-Based Assessment (CBA) Project</b>	<i>Bbd: Prepare CBA Planning Outline &amp; Scoring Tools, Rubric Do's &amp; Don'ts, Scaffolding Self-Study Module</i> [OPT: <i>Sample CBA Projects, Discussion Bd - CBA Outline, Part 1</i> ]
8 Oct. 15	<b>Fall Break - No Class</b>  <b>Due Today: Quiz #1 - Assessment Principles</b>	<i>Instructor Feedback Form</i>
9 Oct. 22	<b>Designing Scoring Rubrics</b> <ul style="list-style-type: none"> <li>• Different types of rubrics</li> <li>• Misconceptions about rubrics</li> <li>• Language of rubrics</li> </ul>	<i>Brookhart, Chs. 1 -3</i> <i>Bbd - Case Study #2, rubric exercise, sample rubrics, useful terms for rubrics, video tutorial</i> [OPT: <i>Additional video tutorials &amp; Discussion Bd – CBA Outline, Part 2</i> ] <b>Submit CBA Outline &amp; Scoring Tools/Rubrics to Instructor for Formative Feedback</b>
10 Oct. 29	<b>Assessing Listening &amp; Speaking</b> <ul style="list-style-type: none"> <li>• Different types of listening &amp; speaking assessment tasks</li> <li>• Language functions</li> </ul>	<i>B &amp; A, Chs. 6 &amp; 7</i> <i>Bbd - Isbell &amp; Winke - ACTFL OPIc (9 p), 3 video tutorials, PBAs for lang. functions, using pic-cued descriptions, Fresh Start Interview directions &amp; sample video</i> [OPT: <i>Classroom activities for listening &amp; speaking, Learning progressions</i> ]
11 Nov. 5	<b>Assessing Writing</b> <ul style="list-style-type: none"> <li>• Writing progressions</li> <li>• Different types of writing assmt. Tasks</li> <li>• Feedback, self-assessment, portfolios</li> </ul>	<i>1) B &amp; A, Ch. 9 &amp; Ch. 12 (pp. 313 - 325)</i> <i>2) Brookhart, Ch. 10 &amp; Appendix B</i> <i>Bbd - 5 writing assmt. exercises with Qs, using anchor papers, self-assmt., video tutorials</i> [OPT: <i>Videos on alternative assmt. &amp; tech tips for online writing assmt. and e-Portfolios, Discussion Bd – CBA Rubric Draft</i> ]
12 Nov. 12	<b>Assessing Reading</b> <ul style="list-style-type: none"> <li>• Different types of reading assmt. tasks</li> <li>• Multiple-choice tests</li> <li>• Informal reading inventories, cloze tests, short answer, summarizing, notetaking</li> </ul>	<i>B &amp; A, Ch. 3 (pp. 72-83) &amp; Ch. 8</i> <i>Bbd - 3 Types of Reading Comprehension Qs (4 p), practice writing multiple-choice items and cloze test, video tutorials</i> [OPT: <i>Reading inventory &amp; readability formula resources, Case Study #3</i> ]
13 Nov. 19	<b>Analyzing Assessment Results</b> <ul style="list-style-type: none"> <li>• Analyzing and interpreting data</li> <li>• Using data for making instructional decisions</li> </ul>	<i>Bbd - Case Study #1, Holt - When &amp; how to use formative assmt. (4 p), Choice of readings and video tutorials on formative assmt. &amp; grouping students</i> [OPT: <i>Video tech tip</i> ]
14 Nov. 26	<b>Accommodations &amp; Accessibility</b> <ul style="list-style-type: none"> <li>• Standardized testing</li> <li>• Classroom instruction</li> <li>• Accommodations</li> <li>• Accessibility modifications</li> </ul> <b>Due Today: Data Analysis Module</b>	<i>Bbd - Shafer Wilner - Accomms/ Access (8 p), WIDA - Accessibility &amp; accommodations, pages 3-16, Accomms. &amp; Accessibility Case Study, VA DOE Regs &amp; Guidelines, pages 2 - 18, video tutorials</i> [OPT: <i>Discussion Bd – CBA Final Feedback</i> ]

15 Dec. 3 Last Class	<b>Finalizing your Classroom-Based Assessment (CBA) Project.</b> <ul style="list-style-type: none"> <li>• Test-taking strategies</li> <li>• Student Eval. of Teaching Surveys</li> </ul> <b>Due Today: Quiz #2 - Accommodations &amp; Accessibility, Field Exp. Log of Hours &amp; Evaluation</b>	<i>Bbd - Guidelines for analyzing CBA results, FairTest on standardized tests (1 p), Test-taking strategies.</i>
16 Tues. Dec. 10	<b>Due Today: CBA Project</b>	

*This schedule is a road map, but we may experience some detours and workarounds, so be sure to look for weekly Announcements on Blackboard and emails with updates on due dates, weekly modules, a preview of the coming week, and plans for upcoming projects.*

**Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students. Readings and materials that are not in the course textbooks can be found on Blackboard.

### CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: <https://cehd.gmu.edu/about/culture/>

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <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>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

### **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

## **COURSE REQUIREMENTS**

### **1) FIELD EXPERIENCE – FERF Application/Email Confirmation or Full-Time Teaching Information**

You'll upload evidence of your role in the classroom either as a full-time teacher (a signed statement by your school principal – see form on Bbd under *Assessments*) or if as a preservice teacher (email confirmation stating that you have applied for a field experience in local schools).

**NOTE: Preservice teachers:** If you have a full-time job outside of a school setting, you will need to arrange your time so that you distribute the 15+ hours across 4 - 8 weeks, such as 2 – 3 hours each week. If you intend on spending two eight-hour days in a school with the teacher and students, you won't have the time needed to draft your CBA project, obtain the course instructor's formative feedback, revise your draft materials, and administer two separate assessments. An important part of your field experience is getting to know the teacher and the learning needs of the students so that you can design and actually administer two assessments to these students with the approval of the teacher. Because assessment design takes time, you will want to allow time for formative feedback from both the teacher and the instructor of this course while working around school schedules. **Teachers may experience many schedule disruptions** due to testing days, school activities, holidays, school closings, and student absences, so ask the teacher which dates he/she already knows that students will not be available. Please consult the course instructor with questions on how to get the most beneficial field experience for your project.

### **2) QUIZZES**

You'll check your understanding of key concepts presented in the readings by taking two multiple-choice quizzes. These quizzes will be scored for completion rather than assigned an individual grade. You can retake each quiz multiple times but must attain a minimum score of 80% on each one.

### **3) LANGUAGE PROFICIENCY ASSESSMENT PROJECT**

You will work with a partner to review and critique a language proficiency test used to determine placement in ESOL and world language programs. 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 a WIDA, ACTFL, or other language proficiency test (with instructor approval) and evaluate it using assessment principles such as 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.

### **4) DATA ANALYSIS MODULE**

Familiar with data-driven decision making? Data analysis or knowing how to analyze and interpret student assessment results from a variety of sources is critical to teaching and learning. This analysis entails using information on student progress to identify learning gaps and make instructional decisions for moving them forward. You will be provided with case studies 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.

### **5) FIELD EXPERIENCE – Signed Log of Hours & Evaluation Form**

You will upload to Bbd a signed Log of Hours & Evaluation Form as evidence of having conducted at least 15 hours of field experience in a local school. **By the last day of class**, the Field Experience Log/Evaluation Form signed by the teacher (or for full-time teachers, a supervisor) should be uploaded to Blackboard as a scanned PDF file (no photos of documents from cell phones or other devices will be accepted)

### **6) CLASSROOM-BASED ASSESSMENT PROJECT (CBA)**

In this accreditation- and program-required performance-based assessment (PBA), you'll use theoretical knowledge on assessment principles and practical knowledge on assessment design gained in this course to develop and administer at least two assessments with students in a language learning setting. You will need to identify a learning need of a group of ESL/FL students (using your own classroom or working in that of a cooperating teacher) and describe the grade and language proficiency levels and the content to be assessed.

You will generate two separate and distinct assessments (rather than 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; the other can be either performance-based or a constructed response assessment. You will provide scaffolding for the assessments appropriate to the language learners' age and language proficiency levels. With growing dependence on online learning, candidates are encouraged, but not required, to integrate technology into their assessments.

You will (a) describe and justify your assessment designs; (b) administer each assessment to at least two students, (c) defend the validity and reliability of inferences made based on assessment data, (d) suggest next steps for instruction based on your assessment results, and (e) describe how you would improve each assessment task and scoring tool based on this experience. The instructor will allow submission of the CBA in two-part drafts – language and content assessments separately, and provide feedback for improving each part before they are administered to students and submitted for a grade. This process is called *formative feedback*. The final CBA Project should be uploaded to Bbd under *Assessments* as a Word document.

### **7) DISCUSSION BOARD**

Based on feedback from students in previous semesters, Discussion Board (DBd) will be optional. In biweekly postings, you'll have the opportunity to ask for and provide peer feedback on drafts of course projects. Please make sure your interactions with others are honest and helpful, supportive without being unkind or personally offensive. You'll be given specific questions to respond to and a deadline by which to provide your feedback to others.

## EDCI 520 – Analytic Scoring Rubric for Classroom-Based Assessment Project - Fall 2024

Score Points	Does Not Meet	<i>Approaching</i>	Meets Standards	Exceeds Standards
Domain	1	2	3	4
<b>Design &amp; Administration</b>  <i>(TESOL Standard 4b)</i> <i>(ACTFL Standards 4b &amp; 5a)</i>	<p>Does not administer assessment tools and does not adapt criterion-referenced, performance-based assessment tools.</p> <p>Uses language that is vague and subjective and does not differentiate one level from another.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>Uses descriptive (objective), precise and measurable terms in each scoring tool that clearly differentiate between one level of performance and another.</p>
<b>Justification</b>  <i>(TESOL Standard 4b)</i> <i>(ACTFL Standards 4b &amp; 5a)</i>	<p>Does not provide a rationale or justification for assessment tools and does not match tasks/tools to purpose.</p>	<p>Provides few details in rationale, little justification for adapting each assessment tool, needs extensive elaboration and may not match assessments to purpose.</p>	<p>Provides an accurate defense for using some tools but not for others, does not match assessments to purpose, or needs elaboration.</p>	<p>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.</p>

<p><b>Scaffolding</b> <i>(TESOL Standard 4b)</i> <i>(ACTFL Standard 3b)</i></p>	<p>Uses little appropriate scaffolding.</p>	<p>Does not use a variety of scaffolding approaches and/or uses scaffolding that does not match the proficiency level of the target students.</p>	<p>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.</p>	<p>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.</p>
<p><b>Validity &amp; Reliability</b> <i>(TESOL Standard 4a)</i> <i>(ACTFL Standard 5a)</i></p>	<p>Does not discuss various types of validity and reliability for each assessment task and tool.</p>	<p>Addresses issues of validity or reliability with major inaccuracies or incompletely.</p>	<p>Addresses issues of validity or reliability with minor inaccuracies and/or omissions.</p>	<p>Accurately and thoroughly explains how design of each assessment tool ensures construct, content, and consequential validity and intra-rater reliability.</p>
<p><b>Analysis of Teaching Impact &amp; Design</b> <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>