Division: Teacher Education

Program Area: Bilingual and Bicultural Education / ESL Education / Foreign Language Education

Course #: LED 6565 CRN & Section: 17114-902

Course Title: Assessment in Language Teaching

Term/Year: Fall 2013

Course Location: Allendale Elementary School, 3201 Oakwood Blvd

Day: Tuesday Time: 4:30 – 7:15 p.m.

Instructor: Christina P. DeNicolo, Ph.D

Office Address: 291 College of Education

Office Hours: Before class and by appointment

Office Phone #: 577-2476 Appointments #: 577-0902

E-mail: christina.denicolo@wayne.edu

Course Description:
This course explores the role of assessment in the education of culturally and linguistically diverse students in K - 12 classrooms. The impact of current trends in assessment in the United States will be analyzed as well as how assessments are used for the identification and placement of bilingual and ESL students. Students will learn how to administer, score and evaluate language proficiency assessments. Various forms of classroom-based assessments will be examined as to how they inform instruction.

Course Outcomes:
1. The undergraduate/graduate student will examine, analyze, and understand assessment procedures used to collect information on emergent bilinguals / English language learners in bilingual programs, English as a second language classrooms, and general education classrooms. (Course readings, discussion, assignments).
2. The undergraduate/graduate student will examine and evaluate the rationale for authentic or alternative assessment procedures for emergent bilinguals in the language
arts and content areas classrooms at all grade levels. (Course readings, discussion, assignments).

3. The undergraduate/graduate student will identify and discuss critical issues and/or topics related to the influence of testing and assessment on the curriculum and instruction of culturally and linguistically diverse learners (Analysis of language proficiency and large scale assessments).

4. The undergraduate/graduate student will research in-depth the issues of the ‘usefulness’ of standardized and authentic or alternative measures as indicators for the assessment of educational outcomes for the placement and instruction of emergent bilinguals (Assignments, course readings and discussions).

5. The undergraduate/graduate student will acquire insights and develop skills in reading, understanding, analyzing, synthesizing, and evaluating measurement and evaluation research about a broad range of topics and issues related to the assessment of the academic achievement of culturally and linguistically diverse students. Assignments, course readings and class activities).

6. The undergraduate/graduate student will familiarize her/himself with all the state requirements applicable to language assessment. We will utilize the Michigan Curriculum Framework and Benchmarks for emergent bilinguals. (Assignments, course readings and discussions).

Standards: LED 6565: Meets the following Standards for the Preparation of Teachers of English as a Second Language (NS) (Adopted by the Michigan State Board of Education, July 13, 2004)

3.1 An understanding of second language acquisition theories and research, inclusive of error analysis, performance analysis, and inter-language.

3.2 An ability to use language acquisition knowledge to create a supportive classroom-learning environment that includes opportunities for interaction in English.

3.3 A variety of instructional practices that produce language outcomes through articulated program models that address the needs of linguistically and culturally diverse learners.

3.4 Knowledge and use of second language acquisition theories and research in classroom organization, developing teaching strategies, and choosing and adapting classroom instructional resources.

3.6 Knowledge of the past and current second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual second language learners.

5.1 Knowledge of the ongoing nature of assessment and multiple ways to assess that are age and level appropriate by implementing purposeful measures.

5.2 Reflective assessment practices including: analysis of assessment results, adjustment of instruction based on assessment results, and use of success and failure to determine the direction of instruction.

5.3 An ability to interpret and communicate the results of student performances to all stakeholders and provide opportunity for discussion of the information and interpretation.

Required Text(s):
CA: Allyn & Bacon.

Additional References:

Class Policies:
This course utilizes a seminar format with time allotted for discussion of the assigned readings in small groups. Due to this, it is important that students read the assigned readings and come prepared to form questions, participate in discussions, and extend their understanding of course topics each week. To achieve this level of discussion, it is important that students attend all class sessions, complete the assigned readings, and complete all assignments prior to the due date. For written assignments please follow the Publication Manual of the American Psychological Association (6th Ed.).
Class Procedures and Activities:
Whole class, small group and peer discussion between students and instructor will be the primary format for each of the class sessions. In each of the class sessions one of more of the following will occur:
Analysis, synthesis, evaluation and discussion of key concepts related to language learners and assessment; Identification, discussion, and application of these concepts to daily teaching; Analysis of selected problems concerning these concepts; Discussion of the development of individual student research project and papers; Analysis and critique of videos highlighting course topics.

Plagiarism:
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

Course Requirements and Assignments

1. Attendance and Participation:
In order to meet the goals and objectives of the course, students are expected to attend all class sessions. If an absence is unavoidable, the student should communicate with the professor before the class session by email. No points will be deducted for missing one class session.

2. Ongoing Assessment: Throughout the semester there will be several assignments related to the topics being covered each week:
   a. Home Language Survey: Students will work in pairs to provide a two to three page analysis of this form of assessment based on course readings and discussions.
   b. Language Proficiency Test Evaluation. Students will work in small groups to submit a three-page discussion on state requirements for evaluating the progress of students learning English in school. The discussion will include the strengths and weaknesses of the English language proficiency tests examined in class.
   c. Standardized Test Analysis: Students will individually examine the relationship between state curriculum standards and standardized exams. Drawing on concepts addressed in course readings, students will assess issues of bias, validity, and the role of accommodations in the administration of standardized tests. The analysis can be presented orally in a format students can use in the classroom to inform colleagues, students, or parents to regarding standardized forms of assessment. This will be discussed further in class.

3. Language Assessment Research Project:
The goal of the final paper is to develop an in-depth understanding of formative assessments at the classroom level. For the first section, each student will identify one assessment to see how the assessment informs the teacher regarding emergent bilinguals’ content and language learning. The second section will involve developing a formative assessment in one content area for use in a bilingual, ESL, or foreign
language classroom. The third section is a discussion of how lessons and instruction will shift based on the information provided from the assessment that was designed. The final paper should be 6-7 double spaced pages with 12 point font. This project will evolve across the semester with opportunities for feedback.

4. Reflective Multimodal Essay:
This is a self-assessment on the learning that occurred from the course and designing an assessment. Students will reflect on their learning regarding assessment and language learners in terms of equity, ‘usefulness’ framework, and use of assessment to inform instruction. The reflection can be presented in a multimodal format (presentation, story, essay) to be shared with class. Additional information will be provided in class.

Grading Policy and Scale
Assignments must be turned in on the assigned date unless arrangements have been made at least one week prior to the deadline in conference with the professor.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Percent of Grade</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Attendance and Participation</td>
<td>15%</td>
<td>15 points</td>
<td>On-going</td>
</tr>
<tr>
<td>2. Ongoing Assessments</td>
<td>30%</td>
<td>30 points</td>
<td>On-going</td>
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<tr>
<td>Home Language Survey</td>
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<td>10 points</td>
<td>September 18</td>
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<tr>
<td>(In groups)</td>
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<tr>
<td>Language Proficiency Evaluation</td>
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<td>10 points</td>
<td>October 9</td>
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<tr>
<td>(With student)</td>
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<tr>
<td>Standardized Test Analysis</td>
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<td>10 points</td>
<td>October 23</td>
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<tr>
<td>3. Language Assessment Project</td>
<td>35%</td>
<td>35 points</td>
<td>December 4</td>
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<tr>
<td>4. Reflective Multimodal Essay</td>
<td>20%</td>
<td>20 points</td>
<td>December 11</td>
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<tr>
<th>Grade</th>
<th>Percent</th>
<th>Number of Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>93 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
<td>90 - 92</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>77 - 79</td>
<td>77 - 79</td>
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<tr>
<td>C</td>
<td>73 - 76</td>
<td>73 - 76</td>
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<tr>
<td>C-</td>
<td>70 - 72</td>
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**Undergraduate Grades:**

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<th>D+</th>
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<tbody>
<tr>
<td>A-</td>
<td>B</td>
<td>C</td>
<td>D</td>
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<tr>
<td>B-</td>
<td>C-</td>
<td>D-</td>
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</tbody>
</table>
**Graduate Grades:**

A  B+  C+  F
A-  B  C
B-

**Enrollment/ Withdrawal Policy**

Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

**Attention Students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their
religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Wayne State University Writing Center:**
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).

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**Tentative Outline of Topics and Assigned Readings**
*Please note that assigned readings are to be read prior to class and changes to the readings and assignments may be made throughout the semester*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Assessment of CLD Students</td>
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<td>• Information sheet</td>
</tr>
<tr>
<td>August 28</td>
<td>Young Language Learners</td>
<td>McKay Ch. 1</td>
<td>• Examining home language surveys from different states</td>
</tr>
<tr>
<td>Week 2:</td>
<td>Framework for Bilingual and ESL Assessment</td>
<td>Herrera Ch. 1</td>
<td>• Share an observation of students’ language use ability as they are learning language.</td>
</tr>
<tr>
<td>September 5</td>
<td>Issues of Fairness and Assessment</td>
<td>Bailey (2012)</td>
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<tr>
<td>Week 3:</td>
<td>Assessment of Oral Language Proficiency</td>
<td>McKay Ch. 6</td>
<td>• Home language survey analysis due</td>
</tr>
<tr>
<td>September 11</td>
<td>Standards and Bilingual and ESL Assessment</td>
<td>Solano-Flores &amp; Trumbell (2008)</td>
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<tr>
<td>Week 4:</td>
<td></td>
<td>Herrera Ch. 5</td>
<td>• Administering the Woodcock-Muñoz Language Survey Revised</td>
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<tr>
<td>September 18</td>
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<td>Wyman (2010)</td>
<td>• English language proficiency assessments in MI: ELPA/ACCESS</td>
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<tr>
<td>Week 5:</td>
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<td>Basterra et. al Ch. 6</td>
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<td>September 25</td>
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<td>Week 6:</td>
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<td>October 2</td>
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<td>Week 7: October 9</td>
<td><strong>Large Scale Assessments</strong></td>
<td>McKay Ch. 9</td>
<td>Language proficiency evaluation due</td>
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<td>Week 8: October 16</td>
<td><strong>Language Difference or Disability</strong></td>
<td>Herrera Ch. 3, Herrera Ch. 7, Bernhard et.al (2006)</td>
<td>Assessment Project Part One Draft, Standardized test presentation</td>
</tr>
<tr>
<td>Week 9: October 23</td>
<td><strong>Formative Assessment</strong></td>
<td>McKay Ch. 5, Herrera Ch. 2</td>
<td>Standardized test presentation due</td>
</tr>
<tr>
<td>Week 10: October 30</td>
<td><strong>Reading Assessment</strong></td>
<td>McKay Ch. 7, García &amp; Bauer. (2009).</td>
<td><strong>Class will not meet</strong> Assessment Project Part Two Draft</td>
</tr>
<tr>
<td>Week 11: November 6</td>
<td><strong>Writing Assessment</strong></td>
<td>McKay Ch. 8, Fagout, S. (2003, 1 - 24)</td>
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<tr>
<td>Week 12: November 13</td>
<td><strong>Content Assessment</strong></td>
<td>Herrera Ch. 6, SIOP Ch. 9</td>
<td>Assessment Project Part Three Draft</td>
</tr>
<tr>
<td>Week 13: November 20</td>
<td><strong>Integrating Multiple Measures in Assessment</strong> (No class on November 27 – Thanksgiving holiday)</td>
<td>Herrera Ch. 8, Basterra et al., Ch. 5</td>
<td></td>
</tr>
<tr>
<td>Week 14: December 4</td>
<td><strong>Research, Bilingual and ESL Assessment, Practice</strong></td>
<td>McKay Ch. 10, Shohamy, E. (2001)</td>
<td><strong>Class will not meet</strong> Assessment Project Due</td>
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<tr>
<td>Finals week December 11</td>
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<td><strong>Reflective Multimodal Presentation due</strong></td>
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**Home Language Survey Assignment**

The goal of this assignment is to develop an understanding of the Home Language Survey (HLS): how it is used as part of the process of identifying English learners; how the surveys vary from state to state; and the type of information the survey provides. After reviewing the surveys in class, students will work in pairs and write a two to three page analysis of this form of assessment. In the analysis, 1) explain current requirements for use of HLS 2) examine the type of information that is provided to teachers, schools and districts, and 3) provide at least three examples of how schools could improve the home language survey. This analysis is a synthesis of your understanding from course readings, discussions, and activities. Papers should be double-spaced with 12-point font and APA style used for in-text citations.

Questions to consider:
- In what ways do Home Language Surveys support instruction?
- What are ways that the HLS as an identification tool could be improved?
- What critiques have been made regarding the use of the HLS?
- What aspects of the home language surveys that you reviewed did you find useful?

**Evaluation of Home Language Survey Assignment – 10 points**
- Analysis includes the rationale and purpose for using the HLS. - 3 points
Language Proficiency Test Evaluation

The goal of this assignment is to examine language proficiency assessments and to identify challenges regarding the evaluation of English language proficiency. Each student group (3 students) will write a two-page (max. 3 page) discussion based on the in-class review of the Woodcock-Muñoz Language Survey and ACCESS English language proficiency tests. The discussion should include a minimum of three citations from the course readings and address the following questions:

- Why is it important to assess English language proficiency?
- What requirements regarding English language proficiency were set forth in Title III of the NCLB Act?
  - What does the state of Michigan require for assessing English language proficiency?
  - How did NCLB change the way English language proficiency was assessed prior to the act?
- Drawing on the chapter by Solano-Flores and Trumbell, (2008) what are some of the challenges to defining and measuring language proficiency?

When reviewing the English language proficiency tests consider the following questions:
• What is the likelihood that a student would have the same score if he or she took the test on different occasions?
• Based on your review of the assessment, do you feel a student who scores in the proficient range would be able to participate independently in a general education classroom in English without support?
• Does the test provide the opportunity for students to utilize their linguistic knowledge along with other forms of knowledge to generate responses?
• In what ways do the language tasks in the test resemble how language is used in and out of school?
• In what ways are the assessment tasks reflective of how students learn and use language in school?
• Would language proficiency as measured by this test lead to appropriate placement in an ESL or bilingual program?
• Is the information gained from the test worth the time needed to administer the test? Is this a feasible way to measure language proficiency?

**Language Proficiency Evaluation**

**English Language Proficiency Tests**
3 points
Rationale for English language proficiency testing provided. NCLB requirements discussed. Challenges regarding English language proficiency tests discussed. Course readings support discussion.

**Evaluation of Woodcock-Muñoz**
7 points
Woodcock-Muñoz is evaluated for the type of language being assessed, how the language proficiency assessment supports students’ placement and informs instruction.