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

Course #: LED 6565  
CRN & Section: 1706_001

Course Title: Assessment in Language Teaching

Term/Year: Summer 2017

Course Location: Online

Instructor: S. Theresa Faraj, M.A., Ed. D. (in progress)

Office Hours: Via Skype by request

E-mail: theresafaraj@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 proficiency assessments. Various forms of classroom-based assessments will be examined as to how they inform instruction.

Course Learning Outcomes:
A. Evaluate the assessment procedures used to identify emergent bilinguals / English language learners for placement in bilingual programs and/or English as a second language classrooms (course readings, discussions, HLS assignment).
B. Discuss accountability requirements at the federal and state level for monitoring the achievement of emergent bilinguals and language learners (course readings, discussion, class activities).
C. Demonstrate understanding of central issues surrounding assessment of language learners in K-12 classrooms (course readings, discussion, class activities).
D. Explain the rationale for formative assessment procedures for language learners in the world language, bilingual, ESL or general education classroom (course readings, discussion, language assessment project).
E. 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).
F. Analyze the effectiveness of standardized and formative assessments through the ‘usefulness’ framework (language assessment project, discussion board and reflective multimodal presentation).
G. Adapt and design formative assessments that measure student learning of content knowledge and language (assignments, course readings, language assessment project).
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.

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.

LED 6565 Meets the following InTASC Model Core Teaching Standard #6:
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

Required Text(s):

Additional References:

**Class Policies:**

1) **Format:** This course will meet entirely online. To achieve a successful level of discussion, it is important that students complete the assigned readings, review the assignment requirements and complete all assignments prior to the due date. It is also important that students ensure they have access to a computer, the internet, and their Wayne State University email.

2) **Communicating with instructor:** Individual concerns and questions can be submitted directly to me through email. I will generally answer emails within 24-48 hours Monday through Friday.

3) **Syllabus:** The syllabus may be adapted after the start of the semester. Additional information will be provided for all of the assignments and readings may be added. For written assignments please follow the latest edition of the Publication Manual of the American Psychological Association.

4) **Course Assignments:** Students are responsible to review the required assignments and contact instructor if there is any clarification needed regarding the assignment with enough time necessary to complete the assignment. All work must be completed and submitted by the required due dates via SafeAssign on the Blackboard course page. Grades for competed work will be posted in the Grade Book located on the Blackboard course page under Tools. Please any questions or concerns regarding grades must be made prior to the end of the semester.

**Class Procedures and Activities:**

Each module one of more of the following will occur:

- Analysis, synthesis, evaluation and discussion of key concepts;
- Identification, discussion, and application of these concepts to experiences in K – 12 classrooms;
- Analysis and discussions of selected problems concerning these concepts;
- Discussion of the development of individual student research project and papers;
- Analysis and critique of different forms of assessment.

1) Modules: Each learning module walks student through the required activities and the additional materials related to the course topic for that module. The modules can be accessed by clicking on the Modules link on the left side of the Blackboard course page. Because the course is on an accelerated time track, there will be two Modules each week. Odd numbered Modules will open on Wednesdays (due by Friday midnight) and even numbered Modules will open on Saturdays (due by Tuesday midnight).

2) Additional materials and activities:
Video clips and additional resources will be used throughout the course to a) model using different forms of technology, b) highlight instruction and assessment from different type of language programs, c) to promote interaction among students and d) to highlight effective teaching pedagogy.

3) Assignments: Assignments should be submitted by uploading to the SafeAssign links that will be located within the learning module for each week that the assignment is due in Blackboard. The folders are located in the Weekly Modules link on the course page in Blackboard. If there is difficulty uploading the assignment please email me and attach the assignment.

4) Grades: Grades will be posted in the grade center in Blackboard.
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.

Please remember to use references to show how you are utilizing the course readings to complete the assignments and make sure that you are writing in your own words. When you refer to the books that we are reading, the class presentations, or video clips be sure to think about what you have understood from what you read and then write about it based on your understanding. If you write exactly what was written or stated you must use quotation marks, author, year, and page numbers.

For example, let’s say this sentence in the McKay text was important to me for an assignment. “Classroom teachers often devise their own observation checklists to check that their learners are achieving the objectives they have set for learning over a unit of work; or a length of time” (McKay, 2006, p. 278).

If for my assignment I write this:
Teachers almost always use checklists to see if students are progressing in a unit of work. That is almost exactly the same as what was written in the text and that is inappropriate to write without citations.

It would be better if I wrote something like this:
Observation checklists, according to McKay (2006), are an effective tool to monitor students learning and can be used in different ways.

The goal is that you are reading, thinking and connecting your understanding to what you have learned in this course, other courses and through your own professional and lived experiences. The assignments are not designed for you to provide one correct answer directly from the text. The assignments are designed to highlight what you know and are learning in the course.

Course Requirements and Assignments

1. Attendance and Participation:
In order to meet the goals and objectives of this course, students are expected to engage in the discussion board and activities several times each week. Due to the accelerated time frame of the course, there will be two modules each week. The goal to create a positive environment to share our thinking, professional experiences, and learning with one another. If there is a reason a student cannot participate in the discussion board for a particular module, the student should communicate with the professor as soon as possible.

   a. Discussion Board:
   In order to meet the goals and objectives of the course, students are expected to engage in discussion regarding the course topics twice a week (once per module). The purpose of the discussion board is to create spaces to share our thinking, interact more deeply with course readings and learn with others. As we do not meet in person, it is important to maintain an online presence and form a sense of community through the discussion boards. The rubric for how the discussion boards participation will be scored is posted in Learning Module One. The discussion board for each module will begin on Day 1 of each module and be due by midnight of Day 3 (odd modules) or Day 4 (even modules). For the discussion boards the following is required to receive full credit for each module:
1) You are required to respond to the prompt posted by the instructor by midnight Day 2 of the module (Thursday for odd numbered modules & Sunday for even numbered modules) All discussion board posts should written in one’s own words and be approximately one-paragraph long. The post should extend, discuss or build on the course readings and citations should be used to indicate information that comes from the text. Posts should also be free of errors to ensure that other students can understand what you are trying to communicate. Please make sure to review your posts to ensure that your writing is clear to others.

2) After responding to the original prompt, respond to a post made by a classmate by midnight the last day of the module (Friday for odd numbered modules & Tuesday for even numbered modules). The responses should be one-paragraph long and connect with course readings and assignments. Please make sure to review your responses to ensure that your response is written in your own words connected to course readings, and free of any language that could be offensive to others. Please keep in mind discussion board posts and responses should teach something to others through the extending of the discussion at hand and a statement summarizing the main points. Very brief entries that only state “I agree” or “I disagree” without any further explanation will not be sufficient and will not receive credit. Responses that only draw on personal experience and are not connected to the course readings will only receive partial credit.

2. Assignments: Throughout the semester there will be two assignments related to the topics being covered:

   a. Home Language Survey Analysis: Students will work in small groups to provide a two to three page analysis of this form of assessment based on course readings and discussions. The assignment overview is on page 9 of the syllabus.

   b. Language Proficiency Test Evaluation. Students will work individually to answer constructed response essay questions on English language proficiency assessments. The questions will address the strengths and weaknesses of the English language proficiency tests discussed and the differences between formal and informal language proficiency assessments. The assignment overview is in the Module.

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 formative assessment and examine how the assessment informs the teacher regarding emergent bilinguals’ content and language learning. For the second section each student will develop or adapt 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 or adapted. The length of the final paper should be 5-6 double-spaced pages for graduate students and 3 – 4 double-spaced pages for undergraduates, written in twelve-point font. This project will evolve across the second half of the term. Additional information is on pages 10-11 of the syllabus.

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, the ‘usefulness’ framework, and the use of assessment to inform instruction. The reflection can be presented in a multimodal format (presentation, story, essay) to be shared with other students in the class by creating a presentation with audio. Additional information is provided on page 12 of the syllabus.
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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance and Participation</td>
<td>30%</td>
<td>30 points</td>
<td></td>
</tr>
<tr>
<td>a) Syllabus quiz</td>
<td>2%</td>
<td>2 points</td>
<td>Jun. 30</td>
</tr>
<tr>
<td>b) Discussion Board #1-13 (2 points each)</td>
<td>26%</td>
<td>26 points</td>
<td>on-going</td>
</tr>
<tr>
<td>c) 4 Pre/Post Assessments (0.5 points each)</td>
<td>2%</td>
<td>2 points</td>
<td>on-going</td>
</tr>
<tr>
<td>2. Assignments</td>
<td>20%</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>a) Home Language Survey</td>
<td>10%</td>
<td>10 points</td>
<td>Jul. 7</td>
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<tr>
<td>b) Language Proficiency Evaluation</td>
<td>10%</td>
<td>10 points</td>
<td>Jul 18</td>
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<tr>
<td>3. Language Assessment Project</td>
<td>35%</td>
<td>35 points</td>
<td>Aug. 11</td>
</tr>
<tr>
<td>4. Reflective Multimodal Presentation</td>
<td>15%</td>
<td>15 points</td>
<td>Aug. 17</td>
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Teacher Education Grading Policy
The Teacher Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For undergraduates and post- bachelor students C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work, and A grades will be reserved for outstanding performance. [For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+, grades will be awarded for very good work, and A grades will be reserved for outstanding performance.] Please note that there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

Undergraduate Grades:

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<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92.9</td>
<td>90-92.9</td>
<td>A-</td>
</tr>
<tr>
<td>87-89.9</td>
<td>87-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>83.9-86</td>
<td>83.9-86</td>
<td>B</td>
</tr>
<tr>
<td>80-82</td>
<td>80-82</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>73-76</td>
<td>73-76</td>
<td>C</td>
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<td>70-72</td>
<td>70-72</td>
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Graduate Grades:

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<td>90-92.9</td>
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<td>87-89.9</td>
<td>87-89.9</td>
<td>B+</td>
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<td>83.9-86</td>
<td>83.9-86</td>
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<td>80-82</td>
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<td>B-</td>
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<td>77-79</td>
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<td>C+</td>
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<td>73-76</td>
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<td>C</td>
</tr>
<tr>
<td>Below 73</td>
<td>Below 73</td>
<td>F</td>
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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 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/. 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
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>Assignment/Activities</th>
</tr>
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<tbody>
<tr>
<td>Module 1</td>
<td>Assessment of CLD Students</td>
<td>• Welcome Folder Module 1</td>
<td>• Information sheet</td>
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<tr>
<td>Jun. 28-Jun. 30</td>
<td></td>
<td>• McKay Ch. 1</td>
<td>• Syllabus quiz</td>
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<td></td>
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<td>• Herrera, Cabral &amp; Murry Ch. 1</td>
<td>• Discussion board #1</td>
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<td>Module 2</td>
<td>Language Learners</td>
<td>• McKay Ch. 1</td>
<td>• Discussion board #2</td>
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<tr>
<td>Jul. 1-Jul. 4</td>
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<td>• Herrera, Cabral &amp; Murry Ch. 2</td>
<td>• Pre/post assessment</td>
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<tr>
<td>Module 3</td>
<td>Framework for Bilingual and ESL Assessment</td>
<td>• Bailey &amp; Kelly (2013)</td>
<td>• Discussion board #3</td>
</tr>
<tr>
<td>Jul. 5-Jul. 7</td>
<td></td>
<td>• McKay Ch. 2</td>
<td>• Home language survey analysis</td>
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<td>Module 4</td>
<td>Issues of Fairness and Assessment</td>
<td>• McKay Ch. 4</td>
<td>• Discussion board #4</td>
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<tr>
<td>Jul. 8-Jul. 11</td>
<td></td>
<td>• Herrera, Cabral &amp; Murry Ch. 2</td>
<td>• Select topic for formative assessment project</td>
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<tr>
<td>Module 5</td>
<td>Assessment of Oral Language Proficiency</td>
<td>• McKay Ch. 6</td>
<td>• Discussion board #5</td>
</tr>
<tr>
<td>Jul. 12-Jul. 14</td>
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<td>• Herrera, Cabral &amp; Murry Ch. 5</td>
<td>• Per/post assessment</td>
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<tr>
<td>Module 6</td>
<td>Standards and Bilingual and ESL Assessment</td>
<td>• WIDA Standards</td>
<td>• Discussion board #6</td>
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<tr>
<td>Jul. 15-Jul. 18</td>
<td></td>
<td>• Solano-Flores &amp; Trumbell (2008)</td>
<td>• Language proficiency evaluation</td>
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<tr>
<td>Module 7</td>
<td>Large Scale Assessments</td>
<td>• McKay Ch. 9</td>
<td>• Discussion board #7</td>
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<tr>
<td>Jul. 19-Jul. 21</td>
<td></td>
<td>• Menken (2010)</td>
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<tr>
<td>Module 8</td>
<td>Language Difference or Disability</td>
<td>• Herrera, Cabral &amp; Murry Ch. 3 &amp; 7</td>
<td>• Discussion board #8</td>
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<tr>
<td>Jul. 22-Jul. 25</td>
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<td>• Assessment Project Part One Draft due to group</td>
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<tr>
<td>Module 9</td>
<td>Formative Assessment</td>
<td>• McKay Ch. 5</td>
<td>• Discussion board #9</td>
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<tr>
<td>Jul. 26-Jul. 28</td>
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<td>• Formative Assessment pdf</td>
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<td>Module 10</td>
<td>Reading Assessment</td>
<td>• McKay Ch. 7</td>
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<tr>
<td>Jul. 29-Aug. 1</td>
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<td>• Garcia &amp; Bauer (2009)</td>
<td>• Pre/post assessment</td>
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<td>Module 11</td>
<td>Writing Assessment</td>
<td>• McKay Ch. 8</td>
<td>• Discussion board #11</td>
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<tr>
<td>Aug. 2-Aug. 4</td>
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<td>• Fagout (2003, 1-24)</td>
<td>• Assessment Project Part Two Draft due to group</td>
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<td>Module 12</td>
<td>Content Assessment</td>
<td>• Herrera, Cabral &amp; Murry Ch. 4 &amp; 6</td>
<td>• Discussion board# 12</td>
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<td>Aug. 5-Aug. 8</td>
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<td>• Pre/post assessment</td>
</tr>
<tr>
<td>Module 13</td>
<td>Integrating Multiple Measures in Assessment</td>
<td>• Herrera, Cabral &amp; Murry Ch. 8</td>
<td>• Language Assessment Project</td>
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<tr>
<td>Aug. 9-Aug. 11</td>
<td></td>
<td>• Basterra et al., Ch. 5</td>
<td></td>
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<tr>
<td>Module 14</td>
<td>Research, Advocacy &amp; Bilingual and ESL Assessment</td>
<td>• McKay Ch. 10</td>
<td>• Discussion board #13</td>
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<tr>
<td>Aug. 12-Aug. 15</td>
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<td>• Shohamy (2001)</td>
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<td>Module 15</td>
<td>Reflective Multimodal Presentation</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.

The first part of the assignment involves reviewing the home language surveys used in different states in class, completing the assigned reading, and listening to the presentation. Students will then work in pairs and write a two to three page analysis of this form of assessment. The analysis should include the following,
1) an explanation of the current requirements and purpose for administering HLS
2) discussion of the type of information that the HLS does and does not provide to teachers, schools and districts, and
3) at least three examples of how school districts could improve the home language survey to obtain more accurate information and why this is important. The discussion in each of the three areas should be supported with citations to highlight the source for this information. *Each pair will submit one analysis*. This analysis is a synthesis of your collective 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 provided information essential for school staff?

Technology to consider:
Writing in a shared Google doc will allow both partners access and ability to make changes real-time.
Language Assessment Research Project
The goal of the language assessment project is to develop an in-depth understanding of formative assessments at the classroom level and how they can be utilized to guide content instruction and language learning. The paper is worth a total of 35 points and consists of three parts for undergraduates and four parts for graduate students. The final paper should be between 5 and 6 double-spaced pages for graduate students and 3 to 4 pages for undergraduates with 12-point font, one-inch margins. There should be a minimum of five citations for graduate students and three citations for undergraduates, indicating how the course readings are informing your understanding of selecting and administering formative assessments and adapting instruction.

For section one, discuss the formative assessment that you will develop or adapt for this assignment. Explain how the assessment will measure content knowledge and language learning. Identify the expected response, setting, and materials to be used in the assessment drawing from the McKay text and other course readings.

For section two, evaluate whether the assessment you developed or adapted was fair – considering if the assessment did or will accurately represent student knowledge. Draw from course readings to discuss how the assessment was or was not effective for identifying student progress in language learning and content knowledge. In section three discuss how instruction will shift based on the assessment results. Graduate students will also complete a section linking the learning objectives to state standards for content and language learning.

Section 1: Develop or adapt a formative assessment for a particular content area and grade level
Write one to two pages on how the content area assessment you will focus on for the purposes of the Language Assessment Research Project will measure content knowledge and language learning. In this section, discuss why this assessment is considered formative. Explain how the assessment will provide specific information regarding students’ progress towards learning standards for content knowledge and acquisition of English as an additional language. For world language teachers consider how the formative assessment will provide specific information regarding students’ language use and another aspect of language learning (i.e. oral proficiency and reading comprehension or vocabulary and verb tense).

In this section of the paper be sure to answer the following questions:
• How will the assessment be administered (i.e. one on one, whole group),
• What type of responses do you expect students to provide?
• What materials are necessary to conduct the formative assessment?
• How will you identify learning progress or difficulties?
• How will information be documented?

Section 2: Analysis of the assessment
For section two you will draw from the course readings, particularly the ‘usefulness’ framework in McKay to analyze the assessment for fairness and ways in which the assessment ‘biased for the best’ or will bias for the best. This section should be approximately two pages for graduate students and one page for undergraduates. Discuss the effectiveness of the formative assessment and how it led or you believe it will lead to new understandings about student learning as well as aspects of the assessment that were not/may not be as effective for showing students’ knowledge. Please be sure to analyze the assessment in terms of how it allows you to develop understanding of the content knowledge of students who are also English language learners and students’ English language development. For world language teachers, consider the 5 C’s and how the assessment will measure learning objectives from different categories (i.e. communication and culture). If you have not yet been introduced to the 5 C’s please let me know.

Consider the following questions when completing section two:
• In ways is the assessment fair?
• How does it ‘bias for the best’?
• How will it accurately represent what students know?
• Drawing from course readings, discuss what was or may be problematic about this assessment and what was or may be effective.

Section 3: Instructional adaptations based on assessment results
For section three discuss how the information you identified in section three will be addressed in future instruction and assessment. This section should be approximately two pages and illustrate the cyclical nature of formative assessments: the way that effective assessments provide insight into language development and needs and content learning, and how this insight is addressed through instruction. What are the ways that instruction will be adapted or designed to address the information that was or will be obtained through administering the formative assessment?
Discuss what will you do differently to support content knowledge and language learning based on the information you documented from the formative assessment.

Consider the following questions when completing section 3:
• What is the impact of this assessment on teaching and learning?
• How do you envision instruction changing or shifting based on the information obtained from the assessment?
• What may be difficult about adapting instruction based on the assessment results?
• In what ways do you feel the formative assessment you selected inform how you teach language learners?

Section 4 – Graduate students only:
Consider the formative assessment you selected, your analysis of the assessment, and the plan for embedding information from the assessment into instruction. For this section I would like you to synthesize your understanding of the formative assessment you implemented through discussing how it would be adapted for students who are at two different levels of language proficiency. This section should be approximately one page and discuss:
• How the formative assessment that was the focus of this project could be adapted to assess the language and content learning of students at the two differing levels of language proficiency.
• Describe adaptations how the information collected can provide feedback to students and parents.
You may select any two levels of English language proficiency but you must explain the assessment that was used to determine the levels. For example for English language proficiency, ACCESS test levels can be used. If the language proficiency assessment is ACTFL Oral Proficiency Interview – two different proficiency levels may be used such as; Novice Mid and Intermediate High.
Reflective Multimodal Presentation

This assignment is a self-assessment on the learning that occurred from the course readings, class discussions, discussion boards and assignments. Students will reflect on their learning regarding assessment and language learners and demonstrate their understanding of the following three topics: the role of the ‘usefulness’ framework to identify fair assessments, the way that student progress is communicated to stakeholders and the relationship between advocacy and assessment. The reflection is to be presented in a multimodal format – a presentation to be shared with classmates through Blackboard and that may be useful for your teaching. A multimodal text draws on one or more language modes. examples include: presentation with audio and visuals, text with images, text with audio. Reflect on the role and use of assessments to promote equitable educational experiences for language learners by synthesizing your understanding of these three topics:

1) How the ‘usefulness’ framework can support teachers in selecting fair assessments for a particular grade level. Graduate students select three aspects of the ‘usefulness’ framework to discuss, undergraduates select one aspect of the usefulness framework to discuss;
2) The process of communicating student progress to stakeholders such as; students, parents and school staff;
3) The relationship between advocacy and assessment practices for emergent bilingual students in bilingual or ESL programs and language learners in world language classrooms.

Evaluation Criteria for Presentation:
For each of the three topics you will be evaluated on how you do the following:
- Explain the relationship between the topic and equitable assessment practices for language learners;
- Reflect on your learning across course;
- Demonstrate your understanding of course readings

Self-Assessment for Reflective Multimodal Presentation
Topic 1:
- Did I discuss how the usefulness framework promotes equitable educational experiences for language learners?
- Did I identify at least 1 (undergrad) 3 (graduate) aspects of usefulness framework?
- Have I explained why the aspects of the framework help a teacher determine the degree of fairness of an assessment?
- Did I talk about how the aspect of the framework I selected is of particular importance for language teachers?
- Did I show what I have learned about this topic in the course?

Topic 2:
- Did I discuss how communicating student progress promotes equitable educational experiences for language learners?
- Did I explain what information is important to communicate?
- Did I address how feedback supports fair assessment practices?
- Did I demonstrate the ways formative assessments provide teachers with evidence to discuss students’ language and content learning?

Topic 3:
- How did I explain what I learned about creating a supportive climate to assess student learning?
- Did I discuss how formative assessments promote equitable educational experiences?
- Did I discuss what I learned about assessment that I think will benefit my future students?