

EDSL 591 ESL Assessments and Support
Eastern Mennonite University at Lancaster

Instructor: Janet E. Purcell, M.A.TESL, M.A. Literacy Agent

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Course Schedule: Monday, July 30- Friday, August 3, 2012

8:00 am to 5:00 pm

Total: 42 hours

Credit Hours: 3 semester hours

Required Text:

Gottlieb, Margo (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.
ISBN: 0-7619-8889-0

Course Description:

This course explores assessment tools and practices as they relate to second language learners. It examines models of language assessment; examination of standardized tests and their appropriate application; approaches to evaluating language domains (speaking, listening, reading, and writing); adaptation of classroom assessments for early English learners; and utilization of assessment data in driving instruction. This course will examine support services in both language acquisition and content learning.

Conceptual Framework: “Preparing Caring, Reflective Teachers for the Changing World”

The EMU Teacher Education Program has chosen the theme “*Preparing Caring, Reflective Teachers for a Changing World*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

MA in Education Program Outcomes:

Scholarship (S): to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.

Inquiry (I): to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.

Professional Knowledge (PK): to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

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Communication (C): to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to empower self and others.

Caring (Ca): to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings.

Leadership (L): to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Knowledge Base Rationale:

In the field of ESL/FL teaching, the international professional organization recognized worldwide as a leader in language acquisition research and development is Teachers of English to Speakers of Other Languages (TESOL) based in Alexandria, Virginia. This organization has argued since its inception over thirty years ago that the field of ESL/FL teaching is one that must be studied in its own right. It is a misconception that anyone who speaks a language is capable of teaching that language without proper training. The approaches are analyzed, various methods are compared and contrasted, and numerous techniques for teaching specific language skills are explored.

Course Outcomes:

Those who successfully complete this course will possess:

1. Examine and use effective multiple assessment tools/practices/resources/measures to identify levels of language proficiency, acquisition and content learning as well as monitor student progress (i.e. Pennsylvania English Language Proficiency Standards, PA Academic Achievement Standards and WIDA ACCESS). (PK,S,C,Ca); PA Competencies: (IV:A)
2. Implement a variety of assessment tools as part of classroom instruction (observation checklists and other), planning for classroom practice of each technique, to record progress towards ELLs' English language proficiency and academic achievement. (PK, S, C, Ca); PA Competencies: (IV:E)
3. Identify, examine and use multiple assessment models to document ELLs' progress in various curricular and instructional activities (including classroom and student assessment, and technology-based assessments at various grade levels); explore how an ELL's first language is used to support learning English. (S,PK,L); PA Competencies: (IV:D)
4. Apply appropriate testing practices of ELLs using formal/informal assessment tools (i.e. validity, reliability, use of alternate and multiple assessment measures). (S, PK); PA Competencies: (IV:B)
5. Recognize, apply and share testing adaptations required for ELLs who require specifically designed instruction pursuant to the Individuals with Disabilities Act and state-allowed testing accommodations. (PK,I) ; PA Competencies: (IV:C)

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6. As part of an instructional planning team, observe and analyze an ELL's academic strengths and weaknesses, and set forth a strategic plan to improve learning and testing. (PK,L); PA Competencies (IV: H)
7. Identify the issues surrounding ESL characteristics being mistaken for Special Needs including discussion of applications of Culturally and Linguistically Diverse Exceptional Students (CLiDES) process towards culturally competent assessments. (S,PK,Ca); PA Competencies (IV:I)
8. Analyze and use assessment data to measure and support student learning in order to make programmatic instructional adjustments. (PK,L) ; PA Competencies (IV:G)
9. Identify resources and research to inform decisions about language differences, giftedness, and learning disabilities of ELLs which entitle them to participate in school program. (S,I,C,L) ; PA Competencies (IV: I)
10. Evaluate and share data with parents/families and other members of an instructional planning team as appropriate for purposes of making informed decisions or referrals or program improvements. (PK,C,Ca,L) ; PA Competencies (IV:K)
11. Inform parents/families, using their preferred modes of communication, of federal and state-mandated testing, and the implications of such testing, for ELLs in a language instruction program. (C,L) ; PA Competencies (IV:F)
12. Understand and share multiple measures of assessment data, collected over time, to document ELL growth and progress before considering referral to a special education or other remedial program. (C,L); ; PA Competencies (IV:J)
13. Understand Title III of NCLB, PA response to determining Annual Measurable Achievement Objectives (AMAOs)

Demonstration of Learning:

Activities	Number of Possible Points	Date Due
Class Participation	100	
Responses to Text	60	Monday, 7/30
Webcast Reflection	70	Tuesday, 7/31
Differentiated Assessment Adaptation	240 (3 x 80)	1 due Thursday, 8/2 , 2 more due on 8/24
ESL Assessment Binder	160	Friday, 8/3
Special Topics Group Presentation	120	Friday, 8/3
Student Learning Portfolio (SLP)	250	Due on 8/24
TOTAL POSSIBLE	1000	Grades posted by 9/14

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Required Activities: *All written activities are expected to be typed in Times New Roman 12, double-spaced.*

1. Class participation grade: A class participation grade will include the candidate's contribution to the class through class discussion, professional behavior, and motivation to acquire knowledge. Please come to class on time and prepared to incorporate your reflections on the readings, and your personal experiences, opinions and questions in positive way. Inappropriate use of electronics during class time may distract others.

2. Written responses to the text All the chapter summaries will be due the first day or July 30.

1. Read Chapters 1 and 2 in the text and look over the appendices.

From **each** chapter write about 1 page to respond to the following prompts:

- a. Quote one statement (copy in bold print and note page number) that gives you *a new perspective or is a new concept* to you. Explain how that may affect either your attitude or your classroom expectations of ELLs in your present situation.
- b. Quote one statement (copy in bold print and note page number) that you *disagree with or question*. Include some clarification as to why you disagree or question it.
- c. Quote one sentence (copy in bold print and note page number) that is the *most practical for you to utilize in your present situation*.

There will be **one additional reading assignment for each student**. Please look at the chart and read that one additional chapter. Then write it up using the above format.

All written responses to text will be evaluated using the **EMU Writing Standards – Graduate Level (2012 version)**, at the end of the syllabus.

3. Webcast Reflection – Due at the beginning of class, Tuesday, July 31.

The class will view a 45-minute webcast of renowned ESL researcher Lorraine Valdez-Pierce. The webcast will be shown during the first day of class for note-taking and discussion.

<http://www.colorincolorado.org/webcasts/assessment?trans=yes>

Write a one to two page reflection on Assessment of ELLs. Please use this writing prompt: *How can my fellow educators and I improve the assessment of ELLs in our school and in my classroom?*

Include:

- major issues related to assessing ELLs
- any solutions, techniques or ideas to better assess ELLs' content knowledge in the classroom

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All Webcast reflections will be evaluated using the **EMU Writing Standards – Graduate Level (2012 version)** at the end of the syllabus.

4. Differentiated Assessment Adaptation– Three different tests will be modified. One test modification (on two different levels) is due at the beginning of class on Thursday, August 2. Two other test modifications are due August 24, 2012 either at the EMU office by 5:00 or to esljanet@gmail.com by midnight of the 24th.

Each participant will customize 3 different assessments:

- Three regular classroom tests in three different *subjects: science, math (not computational math), language arts, or social studies* will be given to each participant
 - Each assessment per subject will be modified twice by the student
 - Each test will be modified to the ESL Level 1 or 2
 - Each test will again be modified to ESL Level 3 or 4
 - Please modify scoring to assess student knowledge of **content**
 - Please place a cover sheet on each packet (classroom test and its two retyped modified tests) and identify it as to the subject, grade level and **mark specific modifications in bold.**
 - Please label each ESL modification by ESL level in the header.
 - There will be a total of 9 different tests to hand in: 3 original tests in 3 different subjects and two modifications of each test. Each test modification will be worth 4 points.

Grade (see Assessment Adaptation Rubric) is based on:

- accuracy to ESL level
- appropriateness of stimulus material language
- clarity of task
- expected learner response
- scoring criteria for ELL
- **One** subject area test packet (cover sheet, one original classroom test, and 2 retyped modified tests for the 2 ESL levels) **due at the beginning of class Thursday, August 2**
 - The other 2 subject areas test packets are due **August 24.**

Each test adaptation will be evaluated using the "**Differentiated Assessment Adaptation Rubric**" at the end of the syllabus.

5. ESL Assessment Binder – Due at the beginning of class on Friday, August 3, 2012

During the course, each student will create a well-organized and labeled assessment binder for future classroom reference use. The binder will have **seven** sections:

1. ESL Laws and Levels
2. Summative Testing
3. Formative Testing
4. From Assessment to Instruction
5. Adaptation of Classroom Assessments
6. Language or Learning Problem
7. Glossary of ESL terms (alphabetically arranged in Excel)

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Binders will be evaluated using the "**ESL Assessment Binder Rubric**" at the end of the syllabus.

6. Special Topics Group Presentation - Presented on Friday, August 3, 2012

Each group will research and give a 40-minute multimedia presentation focused on the chosen area of special needs or disability. After choosing a disability, inform the class of the disability's manifestations, school-related adaptations/modifications *and how ESL-related issues or actions may be confused with this condition*. Please include an informative handout and creative activity to simulate the disability so the class can relate to the special need first-hand. Please inform the instructor of any technical equipment needed. Time will be provided on Thursday, August 2nd for groups to meet and plan.

Presentations will be assessed by the other participants and the instructor. Each presentation will be evaluated using the "**Group Presentation Rating Rubric**" at the end of the syllabus..

7. Student Learning Portfolio (SLP)* – Due August 24, 2012 either at the EMU office by 5:00 or to esljanet@gmail.com by midnight of the 24th.

The Student Learning Portfolio (SLP) is required in EDSL 591 ESL Assessment and Support which is a culminating course in the ESL certification program. EDSL 551 Methods of Teaching ESL/FL and EDLA 501 Foundations of Literacy are prerequisites to this course. This project is designed to show that the candidate can accurately evaluate and diagnose ELL students in their educational setting in order to deliver effective instruction. The candidate's goal is to help a specific ELL succeed academically by coordinating the curriculum with the regular classroom teacher and specialists involved in the education of this student.

The SLP consists of collected test data for one English Language Learner in K-12. Linguistic, academic, and residential history in addition to family information is documented. This information is analyzed by the candidate show that the candidate can accurately analyze data for recommendations to the teaching team for effective instruction and valid assessment accommodations. The final project includes: test score analysis, a student learning plan, recommendations for instruction and assessment, and suggested accommodations for formative testing all in a format that can be shared with the ELL's instructional team.

The ESL Student Learning Portfolio is aligned with the PDE Candidate Competencies required for ESL Program Specialist.

Part A:

The candidate will be given some of the following for the ELL's learning profile:

- Grade level
- Age in years and months
- Native language(s) and languages spoken in the home
- Years in US schools
- Academic history summary (ESL instructional history, IST, discipline or other referrals, IEP, etc.)
- Transferral of schools: how often and when (what grade level)
- Academic strengths and weaknesses
 - Include trends in report card grades
- Personality traits as a learner
- Any other recent district-wide assessment scores (i.e. DIBELS, GRADE, DAZE, etc.)

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- Reading level (identify scale used)
- PSSA scores (if appropriate)
- ACCESS or W-APT test scores
- English language proficiency levels
 - Levels in the four domains of language
 - Oral skills level
 - Literacy skills level
- Special classes attended
 - Hours per week
 - Include ESL class
 - Include any other specific academic help
- Student interests
- Family involvement and/ family perspective on education

After organizing the given student data in a logical format so that all teachers working with that student can be aware of all scores, write at least two pages of generalization of the ELL's strengths and weaknesses.

Part B: Create a Strategic Plan outline to assist this student. The (**minimum 2- pages**) plan should include:

- Diagnosis of specific academic needs
- Diagnosis of specific linguistic needs
- Prioritization of academic needs and reasons why
- Prioritization of linguistic needs and reasons why
- Recommendations for modifications of *instruction* of content knowledge in two subject areas: your choice – math (not computational math), reading, writing, social studies, or science
 - Role of the ESL teacher in the instruction modification
- Recommendations for modifications of *assessments* in the same two subject areas.
 - Role of the ESL teacher in the assessment modification
 - Recommended formative assessment accommodations, if necessary.

Grade will be based on thoroughness of the learning profile, appropriateness of the strategic plan for developing language skills and content knowledge in an easy-to-read format. Student Learning Profile will be rated on the “**Student Learning Profile Rating Rubric**” at the end of the syllabus.

*This activity will be used as an assessment protocol for assessing K-12, ELL student learning.

Final Grade Evaluation:

As assignments are a result of instructional learning, therefore all participants should plan to complete the course requirements on time. No late work will be accepted unless approved by the instructor. A final grade will not be given until all assignments have been completed.

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Schedule of Course Topics:

Day 1:

Discussion of Text: Chapter 1: Assessment of English Language Learners

Past Legislation regulating ESL Instruction

Overview of BEC: Pa. Code 4.26: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

Placing ELLs in an ESL program

PA Levels of English Language Acquisition (BICS, CALP)

PA Criteria for Eligibility of ESL Services

Home Language Survey/PIMS

Role of the ESL Teacher

Discussion of Text: Chapter 2: Standards and Assessment

PA English Language Proficiency Standards and Can Do Indicators

Student/ Instructor discussion of upcoming projects

ESL Quotation of the Day

Website of the Day – EXCEL review

Strategy of the Day

ESL Jargon

Day 2:

Summative Assessments:

Determination of ELL English Proficiency Level

Administration of W-APT, MODEL, and ACCESS tests

Understanding W-APT and ACCESS, MODEL data and reports

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Reporting state testing scores to parents

PA Exit Criteria and Monitoring

Discussion of the text: Chapter 8: Standardized Testing and Reporting

Navigating the (Pennsylvania Department of Education) PDE website

Interpreting and organizing test data

Utilizing summative test data for instructional goals and grouping

Discussion of Text: Chapter 7: Supports for Student, Classroom, and Large Scale Assessment

PA Test Adaptations for ELLs taking the PSSA

4Sight test error analysis

Formative Assessments:

Discussion of Text: Chapter 3: Assessing Oral Language and Literacy Development

Assessing Oral language skills in the classroom

Assessing Listening Skills in the classroom

Assessing Reading Skills that relate to language acquisition

- Assessing reading skills in L1
- Reading assessments which also measure language skills
- Vocabulary and reading
 - Isabel Beck's 3 Tiers of Vocabulary
 - Word knowledge
- Reading with ELLs with Limited Formal Schooling (LFS)

Assessing Writing Skills in the classroom

Utilizing formative assessment to drive instruction\

- Adapting curriculum as student language proficiency increases
- Utilizing data to drive programmatic change

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Student/ Instructor discussion of upcoming projects

ESL Quotation of the Day

Website of the Day

Strategy of the Day

ESL Jargon

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Day 3:

PA SAS, PVAAS

Discussion of Text: Chapter 4: Assessing Academic Language Proficiency and Academic Achievement

Content Based Assessment

Schemata, background Knowledge and Assessment

Scaffolding Test-taking strategies for ELLs

Brain-based learning

Testing Content and Language Simultaneously –Pros and Cons

Determining Validity and Reliability of classroom tests for ELLs

Discussion of Text: Chapter 5: Classroom Assessment

Designing Formative Assessments for the classroom

- Student self-assessment
- Performance Assessments
- Peer assessment
- Observational Checklists
- Technology based assessment
- Creating Rubrics

Discussion of Text: Chapter 6: Documenting Performance Assessment

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Task & Stimulus Modification of Tests

Adapting classroom assessments for the ELL - Format

Visual, graphic, physical (TPR), and linguistic supports

Scaffolding test taking strategies for ELLs

Brain Based Learning and assessment

Authentic Assessments

Performance Assessments (Project learning)

Rubrics and Grading: peer, self and teacher evaluation

Student/ Instructor discussion of upcoming projects: SLP, Differentiated Assessments

ESL Quotation of the Day

Website of the Day

Strategy of the Day

ESL Jargon

Day 4:

ESL and Special Needs Issues: Is it a language issue or a learning issue or both?

Overview of Special Education regulations

Legal overlap between ESL and Special Education including giftedness

The role of the ESL teacher in the IEP and MDE meeting

Repeated testing over time

Adapting Testing Modalities to Assess ELLs - Pros and Cons

Introduction of CLiDES Program and Principles

Overview of Instructional/Assessment Adaptations including the BVAT (Bilingual Verbal Ability Test)

Review of Classroom Test Adaptations

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Discussion of the text: Chapter 9: Grading Systems

Grading ELLs on the scale of their peers

Instructor/ Student SLP Conferences

Expectations and Preparation for Group Presentations

ESL Quotation of the Day

Website of the Day

Strategy of the Day

ESL Jargon

Day 5:

Group Presentations on Special Needs and ELLs

Instructor/ Student SLP Conferences

Binder Review

ESL Quotation of the Day

Website of the Day

Strategy of the Day

ESL Jargon

Student course evaluation

Attendance Expectations: As stated in the EMU Graduate Catalog “Because of the interactive nature of graduate classes at EMU, we believe that students who miss class for the equivalent of 300 minutes in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.”

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language,

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ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP (see catalog) to any events of academic dishonesty.

Special Accommodations Statement: If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please contact the instructor personally as soon as possible to discuss any accommodations necessary to ensure full participation and facilitate equal educational opportunity. All information and documentation of the disability is confidential and will not be released without permission.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style: Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. *Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.*

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. (See Appendix A). Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.

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E. M. U. Writing Standards Rubric – Graduate Level *(revised Spring 2012)*

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed - uses very effective transitions	- is coherent and logically developed - uses smooth transitions	- is coherent and logically (but not fully) developed - has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure - is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure - may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés - uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources - chooses sources from a moderate variety of types of resources - chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	- uses a few poor-quality or unreliable sources - chooses sources from a few types of resources - chooses a few resources with inappropriate dates - integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors - makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Total = _____

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Differentiated Assessment Adaptation Rubric - EDSL 591			
Student Name _____		Content Area Tested _____	
ELL level _____			
	3 Excellent	2 Good	1 Minimal
Test Purpose	- Purpose of the test is obvious to an ELL of that level. - Represents best practices in assessment. - Appropriate for a student of that age.	- Purpose of the test may not be evident to the student. - May not be the best way to assess the student. - May be slightly inappropriate for the age of the student.	- Purpose of the test is difficult to ascertain. - Does not represent best practices in assessment. - Test is inappropriate for the age of the student.
Test Directions	- Simple and clear and could easily be understood by an ELL of the designated level. - practice items are included if necessary - Role of the ESL/content teacher is stated. - Time limitations, if any, are stated. - Test re-take option is explained	- Fairly clear but could cause some misunderstanding by an ELL of this level. - Missing necessary practice items needed for clarity, or role of teacher, time limitation, or retake option.	- Directions are not very clear and could cause some misunderstanding. - Missing too many adaptations that could help the student: practice items, role of teacher, time limitation, or retake option.
Question Wording	- Vocabulary and grammatical structure of the questions are age and language level appropriate. - Minimal linguistic and cultural bias. - If necessary, contains visual or graphic support that reduces dependency on	- The vocabulary or grammatical structure too elevated for the designated language level. - Cultural bias could be minimized. - Contains minimal graphic support.	- The vocabulary and the grammatical structure of the questions is vague or too elevated for the designated language level. - The student may know the concept but cannot understand the question.
Test validity	- Test is assessing knowledge of the content concept on grade level. - Test is NOT assessing language in a content area other than language arts. - Vocabulary is as simple as possible. - The adapted test is as valid and rigorous as the original content area assessment.	- Test is assessing knowledge of content concepts. - Some vocabulary and grammar usage is a bit above the level of the ELL. - Adapted test is not quite as valid and rigorous as the original content area assessment.	- Test does not assess knowledge of content concepts. - The vocabulary is inappropriate for the level of the ELL. - The adapted test is a watered-down version of the original content area assessment.
Total points = _____			

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ESL Assessment Binder Rubric - EDSL 591

Student name _____

CATEGORY	3 Points	2 Points	1 Points
ESL Laws and Levels Section	All suggested papers included. Well organized within the section. Like information grouped together. Use of subdivisions if necessary.	Most recommended pages included. Organized within the section.	Poorly organized. More than one recommended page is missing.
Summative Testing Section	All suggested papers included. Well organized within the section. Like information grouped together. Use of subdivisions if necessary.	Most recommended pages included. Organized within the section.	Poorly organized. More than one recommended page is missing.
Formative Testing Section	All suggested papers included. Well organized within the section. Like information grouped together. Use of subdivisions if necessary.	Most recommended pages included. Organized within the section.	Poorly organized. More than one recommended page is missing.
From Assessment to Instruction Section	All suggested papers included. Well organized within the section. Like information grouped together. Use of subdivisions if necessary.	Most recommended pages included. Organized within the section.	Poorly organized. More than one recommended page is missing.
Adaptations of Classroom Assessments Section	All suggested papers included. Well organized within the section. Like information grouped together. Use of subdivisions if necessary.	Most recommended pages included. Organized within the section.	Poorly organized. More than one recommended page is missing.
Language or Learning Problem Section	All suggested papers included. Well organized within the section. Like information grouped together. Use of subdivisions if necessary.	Most recommended pages included. Organized within the section.	Poorly organized. More than one recommended page is missing.
Glossary Section	All terms included and organized alphabetically. Use of excel software is evident.	Most terms included and organized.	Terms are missing or glossary is poorly organized.
Cover/General Appearance		User friendly. Neat and well labeled cover and tabs (including spine). Well organized.	Not well organized or labeled.

Total points _____

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Group Presentation Rating Rubric EDSL 591

Is it a Language or a Learning Problem?

Title of Presentation: _____

Presenters: _____

1. The presentation clearly articulated the differences in behavior between a student with a disability and the behaviors of a student acquiring a second language.

Not really (1)	Partially (2)	Yes! (3)
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2. The presentation was logical, timely, and professional with NO errors in punctuation, grammar, or syntax.

Not really (1)	Partially (2)	Yes! (3)
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3. The presentation clarified the similarities of the Special Needs students and ELLs.

Not really (1)	Partially (2)	Yes! (3)
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4. The presentation included interactive activities and presentation materials that captured my interest and assisted in the comprehension of the information.

Not really (1)	Partially (2)	Yes! (3)
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5. The handout will be useful for me in the future if I ever encounter a situation which involves confusion between a special need and a second language interference.

Not really (1)	Partially (2)	Yes! (3)
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Total Points _____

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Student Learning Portfolio Rubric – EDSL 591

Student Name _____

	3 Points	2 Points	1 Point
Student Data	Data is complete and well organized. Data relating to language proficiency is highlighted and noted.	Data could be better organized. Not all data relating to language proficiency is noted.	Data is incomplete and not well organized. Data relating to language proficiency is not delineated in any way.
Test Score Analysis	Analysis of testing data includes all four language domains. Analysis is insightful and relates to specific linguistic needs.	Analysis of testing data includes all four language domains. Analysis is incomplete or misses some useful data.	Analysis is not well thought out or does not include all four language domains.
Student Learning Plan	Diagnosis of academic needs matches data. Learning plan is tailored to academic needs and language level. Affective issues are addressed if necessary.	Learning plan matches some assessed academic needs and/or is sometimes on the language level. Affective issues are not addressed.	Learning plan does not address assessed academic needs nor the language level. Some language weaknesses are not addressed.
Instruction Recommendations	Instructional recommendations are appropriate to student age, language ability and grade level curriculum. Recommendations are creative and customized to student academic needs. Recommendations are realistic.	Instructional recommendations are fairly appropriate to student age, language ability and grade level curriculum. Some specific student academic needs are not addressed.	Instructional recommendations are not appropriate to student age, language ability and/or grade level curriculum. Specific student academic needs are not addressed.
Assessment Recommendations	Assessment recommendations focus on primary and secondary language needs and customized to student age, language ability and grade level curriculum. They are realistic and customized to student academic potential and affective needs. Accommodations for formative testing are also suggested, if necessary.	Assessment recommendations are fairly appropriate to student age, language ability and grade level curriculum. They are fairly well tailored to student academic potential and affective needs. Accommodations for formative testing could be better.	Assessment recommendations are not appropriate to student age, language ability and grade level curriculum. Recommendations are generic and not customized to individual student needs.
Collaboration with other teachers	Plan is written so that all members of the student's instructional team can participate. Strong evidence of a collaborative approach.	Plan is written so that members of the student's instructional team can understand, although there may be a lack of collaboration.	Plan is written so that not all members of the student's instructional team can understand or participate.
Write up and organization	Write up is on the level of EMU Writing Standard A. SLP is well organized and completed on time.	Write up is on the level of EMU Writing Standard B. SLP is organized and completed on time.	Write up is on the level of EMU Writing Standard C. SLP is either not well organized or not completed on time.

Total points _____

The instructor reserves the right to modify the syllabus at any time

EDSL 591 Summer 2012 Syllabus

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Hughes, Arthur. (2003). *Testing for language teachers, 2nd edition*. Cambridge UK: Cambridge University Press.

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