**ENGL528-192 ESL Tests & Measurements – April 12, 26, May 3, 10, 17, 2014**

**TARGET-TESOL (Access Program 2014) / USDE GRANT: T195N070327**

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**Course Overview:** ENGL528 is designed to provide students a fundamental understanding of assessment concepts and practices, with a particular emphasis on ESL. The following standards for Domain 4 of the TESOL/NCATE Standards provide the foundation for the development of the course objectives.

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| **TESOL/NCATE STANDARDS[[1]](#footnote-1)** (For students seeking certification in ESOL) --<http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#TESOL>  (click on TESOL standards in 2009 and refer to Domain 4 – pp. 56-67)  **Domain 4: Assessment**  Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.  **Standard 4.a. Issues of Assessment for ESL.** Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.  **Standard 4.b. Language Proficiency Assessment.** Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.  **Standard 4.c. Classroom-Based Assessment for ESL.** Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom. |

**Course Objectives:**

By the end of this course, students will be able to:

* articulate fundamental concepts and principles of tests and measurement as well as strategies for alternative/performance assessment
* examine current trends and problems in language testing and evaluate the role of testing and assessment in a given curriculum
* analyze tests, interpret results, and utilize results to improve the quality of tests
* implement standards-based assessment measures
* evaluate a variety of assessment approaches appropriate for ESL learners
* critically read and analyze research in language testing and assessment

**Required Texts**:

Brown, H. D. & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices, 2nd Ed.* New York: Pearson Education Inc.

Law, B. & Eckes, M. (2007). *Assessment and ESL: An Alternative Approach, 2nd Ed*. Winnipeg, Manitoba: Portage & Main Press.

Supplemental readings will be distributed in class, and online resources will also be incorporated into the course content and requirements.

A list of references/resources appears at the end of this syllabus.

**Attendance Policy**: Please plan to attend each Saturday session. Since class participation is an integral part of the work of this course, absences will adversely affect your class preparation and participation grade (see below). Any circumstances that may prevent you from attending class should be conveyed to me as soon as possible.

**Writing Across the Curriculum (WAC) Statement**: All written assignments for this course are in support of Salisbury University’s Writing Across the Curriculum Program.

**Academic Dishonesty/Plagiarism Policy:** The English Department takes plagiarism, the unacknowledged use of other people’s ideas, very seriously. As outlined in the Student Handbook under the “Policy on Student Academic Integrity,” plagiarism may receive such penalties as failure on a paper or failure in the course. The English Department recognizes that plagiarism is a very serious offense and professors make their decisions regarding sanctions accordingly. Each of the following constitutes plagiarism:

1. Turning in as your own work a paper or part of a paper that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author, or from an Internet contributor.

2. Turning in a paper/assignment that includes unquoted and/or undocumented passages someone else wrote.

3. Including in a paper someone else’s original ideas, opinions, or research results without attribution.

4. Paraphrasing without attribution.

A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your writing and by providing a bibliography to accompany all your work. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.

**Special Needs:** Any students with disabilities or special needs, who require accommodations or adjustments in this course, should share these concerns with me as soon as possible.

**Cell Phone Policy**: Cell phones are to be turned off or muted during class time, and stored out of view. If you absolutely need to take a call, please leave the room and keep it as brief as possible.

**MSDE/NCATE Technology Requirements**: All students seeking TESOL certification in this class must establish an electronic portfolio, and include at least one project/paper from this course in this portfolio. Detailed hypermedia presentations done for this course can be included in this electronic portfolio. Your reflective portfolio essay gives more details. When including your portfolio selection, be sure to include:

1. A brief narrative argument explaining *why* the content of the selection will be integrated into your classroom pedagogy—why is it of importance.
2. The extent to which the selected material meets the outlined course objectives—show its connection to the actual course.
3. A brief synthesis of the extent to which you feel that your selection meets a specific standard in the above cited NCATE/TESOL standards, and your evaluation of whether it:

a) Approaches the specific standard

b) Meets the specific standard

c) Exceeds the specific standard

For further details on electronic portfolios, please consult the following web page: <http://trc.salisbury.edu/portfolio/Portfolio.htm>

**NCATE Requirements**: The M.A. TESOL at Salisbury University is an NCATE accredited program. In order to meet national accreditation requirements, and to collect data necessary for annual program review, selected samples from work completed in courses in the ACE program may be copied and retained for review. All material thus obtained will be kept confidential and used for the purpose stated above. For further inquires related to this matter, please contact the Chair of the English Department.

**Course Timeline:**

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| **Institute #1 – April 12th**  Introductions to one another and the course, discussion of syllabus, survey  Assignment of topic/reading presentations for Institutes #2, #3 and #4  **Readings:**  Brown, Chapters 1, 2, 3 (Terry will present and facilitate discussion and activities.)   * Testing and Assessment Concepts and Issues * Principles and Evaluation of Classroom Tests and Assessments * Tips for Designing Classroom Language Assessments |

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| **Institute #2 – April 26th**  **Quiz 1:** Fundamental terms and concepts in Brown (2010) Ch 1, 2, 3  **Readings and Presentations:**  Standards-Based Assessments -- Brown, Chapter 4 and Law & Eckes, Chapter 10:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Introduction to the WIDA Standards, CAN DO Descriptors, and ACCESS Testing  Standardized Testing -- Brown, Chapter 5 and Law & Eckes, Chapter 2 (Terry will present and facilitate discussion and activities.)  Alternatives in Assessment -- Brown, Chapter 6 and Law & Eckes, Chapter 6**:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Institute #3 - May 3rd**  **Readings and Presentations:**  Understanding ELLs Proficiency Levels -- Emerging Literacy: Law & Eckes, Chapter 4:  \_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Observing/Assessing ELLs – How and Where to Find Information: Law & Eckes, Chapter 5:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Discussion and activities involving alternatives in assessment, including a closer look at the WIDA ACCESS Speaking Test and rubric  ELL Placement and Exiting -- Law & Eckes, Chapters 3 and 7 (Terry will present and facilitate discussion and activities.)  Discussion of Maryland policies on identifying, servicing, assessing, and exiting ESOL students. |

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| **Institute #4 – May 10th**  **Readings and Presentations:**    Assessing Listening -- Brown Chapter 7: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessing Speaking -- Brown Chapter 8: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessing Reading -- Brown Chapter 9: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessing Writing, Grammar, and Vocabulary -- Brown Chapters 10 & 11:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **ESOL Assessment Review Papers Due** |

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| **Institute #5 - May 17th**  **Readings:**  Grading and Reporting -- Brown, Chapter 12 and Law & Eckes, Chapters 8 and 9 (Terry will present and facilitate discussion and activities.)  **Quiz 2:** Knowledge, application, and evaluation of fundamental concepts of testing and assessment  **Final Projects Due**  **Presentations**: Preliminary findings from final projects. 15-20 minutes. See #6 requirements.  **Teaching and assessment philosophies due.** |

**Grading Guidelines:**

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| **Grading scheme for overall course grade (SU Graduate scheme):** Students’ performance in this class will be assessed in accordance with expectations of graduate school.  **90-100% A**  **85-89% B+**  **80-84% B**  **75-79% C+**  **70-74% C**  **65-69% D**  **Course Assignments:** Your final grade will be calculated based on the following six assignments. I will be happy to review any of your written assignments or your presentation if you would like to share it with me at least 48 hours prior to the submission date. Please note that an “A” indicates ***mastery*** and will be judged accordingly.  **1) Preparation & Class Participation (10%) --** Students must come to class prepared for discussion, presentation, and engagement in a variety of activities. Two points for attending and meeting expectations: Student demonstrates an appreciable understanding and application of course materials by expanding and initiating class and partner discussion in a critically-grounded, scholarly, thought-provoking and innovative manner, and likewise completes in-class assignments.  Institute #1: Yes (2pts) \_\_\_\_\_ Not entirely met (1pt) Absent (0pts)  Institute #2: Yes (2pts) \_\_\_\_\_ Not entirely met (1pt) Absent (0pts)  Institute #3: Yes (2pts) \_\_\_\_\_ Not entirely met (1pt) Absent (0pts)  Institute #4: Yes (2pts) \_\_\_\_\_ Not entirely met (1pt) Absent (0pts)  Institute #5: Yes (2pts) \_\_\_\_\_ Not entirely met (1pt) Absent (0pts)  /10= %  **2) Two In-Class Quizzes on Fundamental Terminology and Principles (20%) –** See syllabus for dates. Terry will provide more information the week before each quiz.  **3) Reflection Statement on Teaching and Assessment Philosophies (10%)** -- Students must submit a 1-2 page teaching philosophy and assessment philosophy (your views/beliefs/positions concerning these topics and how they interrelate). This is due the last class meeting. See attached writing rubric for scoring guidelines.  **4) ESOL Assessment Review Paper (20%)** -- Student must review an assessment or assessment instrument with a clear connection to ESOL PreK-12 Standards (TESOL or WIDA). The assessment may be a formal commercial test, a (summative) classroom-based test, or a classroom-based (formative) assessment technique. You may write a theoretical review or use the assessment in your own classroom and/or with ELLs. The review must be a written report (5-8 pages), in which you discuss objective(s), theoretical underpinnings, test/assessment specifications (intended audience, intended context for its administration, grading criteria, rater(s), scoring procedures, and so forth), as well as issues of validity, practicality, reliability, and washback (Brown, 2010). Papers should be scholarly and professional, and include a list of references, works cited or consulted (format APA style). This is due at Institute #4, and must be included in your portfolio. See attached writing rubric for scoring guidelines.  **5) Discussion Leader (20%)** --Each student will present the content of one language assessment topic based on readings (Brown and/or Law & Eckes) at Institutes #2, #3, and #4. The entire presentation should be at least 60 minutes and must include a visual component - a limited number of organizational PPT slides with main points and/or a handout. The presentation must include an expansion of the chapter(s) content, in the form of a class discussion or activity – and of course an assessment(s). Please include a copy of your presentation as well as a copy of the planned follow-up discussion or activity in your portfolio. See attached presentation rubric for scoring guidelines.  **6) Research Paper & Presentation (20%) –** A final project of the student’s choice based on an assessment issue that can help improve the assessment in the student’s own classes. I will give you plenty of leeway here – choose either a theoretical and/or practical topic that is related to ELL assessment and develop your topic by researching and/or conducting assessment-related activities in your (or someone else’s) class, preferably with ELL student(s) of varying linguistic ability. The written field report should be grounded in and supported by assessment principles and related literature. This is due on or before Institute #5. To be sure that your topic is acceptable, let me know what topic(s) you are considering for my input and approval. Please include your final paper in your portfolio. See attached writing rubric for scoring guidelines. As a general rule of thumb, I expect at least 6-8 pages in length with an adequate number of relevant citations. If it is theoretical in nature (i.e. no classroom observations, data collecting, etc.), then it should be longer. If it contains a substantial practical component, then the written portion may be shorter (and you should include your data).  Field Project Presentation (15-20 minutes) on May 17th. Include organizational PPT slides or handouts for main points/findings. What can we learn about ELL assessment from your final project experiences? |

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| CATEGORY | **4 (Mastery = A)** | **3 (Proficient = B)** | **2 (Adequate = C)** | **1 (Deficient = D)** |
| **Organization** | Information is clearly organized with well-constructed paragraphs and effective use of transitions. Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion. | Information is organized with well-constructed paragraphs. Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present. | Information is organized, but paragraphs are not well-constructed. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay. | The information appears to be minimal and/or disorganized. Writing lacks logical organization. Writing shows some coherence but ideas lack unity. Serious errors and/or omissions. |
| **Development of Content** | Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic. Main points well developed with high quality and quantity support. Reveals high degree of critical thinking. | Content indicates original thinking and develops ideas with sufficient and firm evidence. Main points well developed with quality supporting details. Critical thinking is weaved into points. | Content indicates thinking and reasoning applied with original thought on a few ideas. Main points are present with limited detail and development. Some critical thinking is present. | Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal. Main points lack detailed development. Ideas are vague with little evidence of critical thinking. |
| **Mechanics** | Essay is free of distracting spelling, punctuation, and grammatical errors. Richness and sophistication of vocabulary apparent throughout. | Essay has very few spelling, punctuation, and grammatical errors which are not adversely distracting to reader. Variety of vocabulary illustrates writing sophistication. | While some spelling, punctuation, and grammar errors exist, reader can adequately progress though essay. Some variety in vocabulary. | Spelling, punctuation, and grammatical errors create distraction, making reading difficult. Lack of sophisticated vocabulary makes reading boring. |
| **Citations and Format** | Ample citations to support topic and demonstrate scholarly research. All sources are accurately documented in the APA format. | Adequate citations to support topic and show some evidence of scholarly research. All sources are accurately documented, but a few may not be in the APA format. | Minimal citations which may support topic and illustrate some scholarly research. Sources are documented, but many are not in the desired format. | Lack of appropriate citations or no citations. No evidence of research to support topic. |
| **Professor Comments** |  |  |  |  |

Date Created: **February 21, 2014 by T. Waldspurger using Rubistar.**

**Presentation Rubric for Discussion Leaders**

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| CATEGORY | **4 (Mastery = A)** | **3 (Proficient = B)** | **2 (Adequate = C)** | **1 (Deficient = D)** |
| **Content Understanding** | Shows a full and insightful understanding of the topic. Thoroughly covers all salient topics from chapter(s) presented. | Shows a good and complete understanding of the topic. Covers all pertinent topics from the chapter(s) presented. | Shows an adequate and relatively complete understanding of parts of the topic. Covers most of the pertinent topics from the chapter(s) presented. | Does not seem to understand the topic very well. Does not cover all of the salient points from the chapter(s) presented. |
| **Presentation Skills** | Consistently makes topic interesting and actively involves audience. Speaks clearly and in an engaging manner. Facial expressions and body language generate a strong interest and enthusiasm about the topic in others. | For the most part, makes the topic interesting and involves the audience. Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others. | Makes the topic interesting at times and audience is sometimes involved. Facial expressions and body language are used to try to generate enthusiasm, but are somewhat stilted. | Does not seem to show any enthusiasm for topic and does not involve audience. Very little use of facial expressions or body language. Did not generate much interest in topic being presented. |
| **Activity and Assessment** | Includes an engaging activity and an effective assessment. Almost always listens to, shares with, and involves audience. Clearly addresses all questions. | Includes a useful activity and an adequate assessment. Usually listens to, shares with, and involves audience. Adequately addresses all questions. | Includes an activity and assessment that are somewhat effective. Sometimes listens to, shares with, and involves audience. Has difficulty answering some questions. | Includes an ineffective activity and/or assessment. Rarely listens to, shares with, or involves the audience. Can\'t answer most questions. |
| **Visual Support** | Power Point and/or handouts are thorough and demonstrate considerable work/creativity that effectively support the content. Slides are not merely read out loud. | Power Point and/or handouts are adequate and demonstrate solid work/creativity that support the content. Slides are not merely read out loud. | Power Point and/or handouts are present and show some work/creativity that mostly support the content. Slides are sometimes merely read out loud. | Power Point and/or handouts are absent and show little work/creativity that do not support the content. Slides, if present, are merely read out loud. |

Date Created: **Mar 06, 2014 10:18 am (CST)**

**References and Resources**

APA formatting @ <http://owl.english.purdue.edu/owl/resource/560/01/>

Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press.

Bachman, L., & Cohen, A. (1998). *Interfaces Between Second Language Acquisition and Language Testing Research*. Cambridge University Press.

Bailey, K. & Bailey, M. (1998). *Learning About Language Assessment: Dilemmas, Decisions, and Directions*. Boston, MA: Heinle & Heinle.

Brookhart, S. (2013). *How to Create and Use Rubrics for Formative Assessment and Grading.* Alexandria, VA: ASCD.

Center for Applied Linguistics (CAL) <http://www.cal.org/resources/>.

Coombe, C. Hubley, N. (Eds.) (2003). *Assessment Practices*. Alexandria: TESOL

Cheng, L, Watanabe, Y. & Curtis, A. (Eds). (2004). *Washback in Language Testing: Research Contexts and Methods.* Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

del Rosario Basterra, M., Trumbull, E. & Solano-Flores, G. (Eds). (2011). *Cultural Validity in Assessment*. New York: Routledge.

Educational Testing Service @ <http://www.ets.org>

Ekbatani G. & Pierson, H. (Eds). (2000). *Learner-Directed Assessment in ESL.* Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Himmele, P. & Himmele, W. (2009). *The Language-Rich Classroom.* Alexandria, VA: ASCD.

Himmele, P. & Himmele, W. (2011). *Total Participation Techniques.* Alexandria, VA: ASCD.

Hughes, A. (2003). *Testing for Language Teachers.* Cambridge, UK: Cambridge University Press.

*Journal of Technology, Learning and Assessment* @ [http://escholarship.bc.edu/jtla/ JTLA is a peer-reviewed, scholarly on-line journal addressing the intersection of computer-based technology, learning, and assessment.

Language Assessment Quarterly: International Journal (LAQ) is dedicated to the advancement of theory, research, and practice in first, second, and foreign language assessment for school.

*Language Testing Resource* @ <http://languagetesting.info/>

Law, B. & Eckes, M. (1998). *Assessment and ESL: A Handbook for K-12 Teachers*. Winnipeg, Manitoba: Peguis Publishers.

Maryland English Language Proficiency State Curriculum: <http://mdk12.org/instruction/curriculum/elp/index.html>

Moss, C. & Brookhart, S. (2012). *Learning Targets: Helping Students Aim for Understanding in*

*Today’s Lesson.* Alexandria, VA: ASCD.

O’Malley, M. J. & Valdez Pierce, L. (1998). *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. White Plains, NY: Addison Wesley Longman Inc.

*Practical Assessment, Research & Evaluation* @ <http://pareonline.net/>. PARE is an on-line journal supported entirely by volunteer efforts. Its purpose is to provide access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice.

Purpura, J. E. (2004).  *Assessing Grammar*. Cambridge University Press.

Reeves, D. (2011). *Elements of Grading.* Bloomington, IN: Solution Tree Press.

Silva, T. & Matsuda, P.K. (Eds.). (2001). *Landmark Essays on ESL Writing.* Hermagoras Press/ Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Silva, T. & Matsuda, P.K. (Eds.). (2001). *On Second Language Writing.* Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Stoynoff, S. & Chapelle, C. A. (2005). *ESOL Tests and Testing*. Alexandria, VA: TESOL, Inc.

Strickland, K. & Strickland, J. (2000). *Making Assessment Elementary.* Portsmouth, New Hampshire: Heinemann.

Suskie, L. (2004). *Assessing Student Learning: a common sense guide*. Bolton, MA: Anker, Inc.

Teachers of English to Speakers of Other Languages, Inc. (2001). *Scenarios for ESL Standards- Based Assessment.* Alexandria, VA: TESOL, Inc.

TESOL @ <http://www.tesol.org/s_tesol/index.asp>

*TESOL/NCATE Standards* @ <http://www.ncate.org/ProgramStandards/TESOL/TesolStd.pdf>

*TESOL ESL Standards for Pre-K-12 Students*@ <http://www.tesol.org/s_tesol/seccss.asp?CID=113&DID=1583>

*The No Child Left Behind Act* @ <http://www.ed.gov/nclb/landing.jhtml>

Tomlinson, C. & Moon, T. (2013). *Assessment and Student Success in a Differentiated Classroom*.

Alexandria, VA: ASCD.

WIDA’s English Language Proficiency Standards: <http://wida.wceruw.org/standards/elpoverview.pdf>

Wormeli, R. (2006). *Fair Isn’t Always Equal: Assessing and Grading in the Differentiated Classroom*.

Portland, ME: Stenhouse Publishers.

1. The standards are taken directly from the document “Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education,” <http://www.tesol.org/advance-the-field/standards/tesol-ncate-standards-for-p-12-teacher-education-programs> (PDF download at bottom of page).

   [Note: Certification information created by Dr. A. Pandey and included in this syllabus with author’s permission.] [↑](#footnote-ref-1)