**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** CTES 7480/7486

**Course Title:** Assessment in English for Speakers of Other Languages (ESOL)

**Credit hours:** three (3) semester hours

**Prerequisites:** None **Corequisite:**  None

**Term: Spring 2013**

**Instructor:** Dr. Robert D. Leier **email:** [rdl0002@auburn.edu](mailto:rdl0002@auburn.edu)

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**Texts:**

**Gottlieb, M.** (2006). *Assessing English Language Learners: Bridges from Language Proficiency*

*to Academic Achievement*. California: Corwin Press. **ISBN:** 0-7619-8889-0

**O'Malley, J.M.**, & Pierce, L.V. (1996). *Authentic Assessment for English Language Learners:*

*Practical Approaches for Teachers.* N.Y.: Longman. **ISBN:** 0-201-59151-0

Other readings as assigned

**Course Description:**

This course focuses on language assessment theory and practice for the English language learner (ELL). Topics include purposes for assessment, types of assessments such as standardized testing and authentic assessment. The course will also look at approaches for creating, evaluating, and analyzing both formal and non-formal language assessment instruments for students of different ages and language proficiency levels, and identification of biases encountered in assessment instruments. Additionally, central issues for the assessment of ELLs in academic content areas will be presented and analyzed. Students will construct and implement an original language screening instrument that will address the language domains of speaking, listening, reading and writing. A course portfolio will be developed and analyzed as an alternative form of assessment.

**Course Objectives:**

Upon completion of this course, students will be able to:

* Demonstrate knowledge of federal and state guidelines and laws pertaining to LEP student identification, evaluation (formative and summative), exit criteria, and post-program assessment **(290-3-3-.45-2-8a)**
* Distinguish between types of tests (norm vs. criterion-referenced, direct vs. indirect, discrete-point vs. integrative, traditional vs. alternative) and describe purposes for each type of tests as related to serving ELLs.
* Apply appropriate techniques for the evaluation of ELLs in ESOL and content area classrooms **(290-3-3-.45-2-7a)**

**Course Content and Class Schedule**

**EVENING 01 – Jan 10**

- Review of syllabus - Overview of the course - Materials needed - Portfolios - Introductions -

**EVENING 02 – Jan 17**

**Gottlieb** Chapter 1- Assessment of English Language Learners *(p 1-22)*

**O’Malley** Chapter 1- Moving toward Authentic Assessment *(p 1-8)*

***- In-class Activity #1*** *(25 points)*

**EVENING 03 –Jan 24**

Field/Research Day-Interview

**EVENING 04 –Jan 31**

**Gottlieb** Chapter 2- Standards and Assessment *(p 23-40)*

**O’Malley** Chapter 2- Designing Authentic Assessment *(p 9-32)*

***- In-class Activity #2*** *(25 points)*

***Due: Interview with ESOL Teachers on Assessment & Standardized Testing of ELLs*** (*150 points)*

**EVENING 05 –Feb 07**

**Gottlieb** Chapter 8- Standardized Testing and Reporting *(p 151-167)*

**Gottlieb** Chapter 9 - Grading Systems *(p 169-183)*

***- In-class Activity #3*** *(25 points)*

**EVENING 06 –Feb 14**

**Gottlieb** Chapter 3- Assessing Oral Language *(p 41-49)*

**O’Malley** Chapter 4- Oral Language Assessment *(p 57-92)*

***- In-class Activity #4*** *(25 points)*

***Due: Presentation of Original Screening Instrument – Group I*** *(150 points)*

**EVENING 07 – Feb 21**

**Gottlieb** Chapter 4 - Assessing Academic Language Proficiency & Academic Achievement

*(p 63-83)*

***- In-class Activity #5*** *(25 points)*

***Due: Presentation of Original Screening Instrument – Group II*** *(150 points)*

**EVENING 08 – Feb 28**

**O’Malley** Chapter 7 - Content Area Assessment *(p 163-200)*

***- In-class Activity #6*** *(25 points)*

**EVENING 09 – Mar 07**

**Gottlieb** Chapter 5 - Classroom Assessment *(p 85-109)*

***- In-class Activity #7*** *(25 points)*

**EVENING 10 – Mar 14**

Spring break-no class meeting

**EVENING 11– Mar 21**

**Gottlieb** Chapter 6 - Documenting Performance Assessment *(p 111-131)*

**O’Malley** Chapter 8 - Examples from the Classroom *(p 201-236)*

***- In-class Activity #8*** *(25 points)*

***Due: Authentic Assessment Demonstration- Group I*** *(150 points)*

**EVENING 12 – Mar 28**

**Gottlieb** Chapter 3 - Literacy Development *(p 49-61)*

**O’Malley** Chapter 5 - Reading Assessment *(p 93-134)*

***- In-class Activity #9*** *(25 points)*

***Due: Authentic Assessment Demonstration- Group II*** *(150 points)*

**EVENING 13 – Apr 04**

**O’Malley** Chapter 6 - Writing Assessment *(p 135-162)*

***- In-class Activity #10*** *(25 points)*

***Due: Report on Field Application of Screening Instrument- Group I*** *(150 points)*

**EVENING 14– Apr 11**

**Gottlieb** Chapter 7 - Supports for Student, Classroom, and Large-Scale Assessment *(p 133-149)*

***- In-class Activity #11*** *(25 points)*

***Due: Report on Field Application of Screening Instrument- Group II*** *(150 points)*

**EVENING 15 –Apr 18**

**Gottlieb** Chapter 9 – Using Student Portfolios for Assessment and Grading (*p 175- 183)*

**O’Malley** Chapter 3 - Portfolio Assessment *(p 33-56)*

***- In-class Activity #12*** *(25 points)*

***Due: Portfolio Assignment***

**EVENING 16– Apr 25**

***Course Overview*** *(100 points)*

**Course Requirements (additional information regarding each assignment will be given in class):**

* ***In-class Assignments/Activities:*** During each evening as indicated on the above Course Content and Class Schedule, students will be asked to respond to the assigned readings or participate in a class activity related to the assigned readings. Students prepare for this by having read and taken notes on the readings assigned for the appropriate evening**.** *(12 @ 25 points each)*
* ***Interview with ESOL Teachers on Assessment and Standardized Testing of ELLs:***

1)Interview (approximately one-hour) an ESOL teacher on educational issues pertaining to assessment and standardized testing of ELLs.

The written report will include:

1. The interview data (minimum two-pages) plus the educator's name, position, school, date of the interview and telephone number of the school or educator. The report may be written in a narrative form or a question and answer format. Yes/no responses to questions should be followed with explanations. *(100 points)*
2. Provide a one page summary that covers important findings from your interview and post on Blackboard Discussion. Be prepared to share your information in class. *(50 points)*

* ***Presentation of Original Screening Instrument:*** Students develop an instrument that will be used for screening English Language Learners in the four language domains of listening, speaking, reading and writing.

The presentation of original screening instrument will include:

1. The actual assessment including all evaluation materials. *(100 points)*
2. A 10 minute presentation of the instrument to the class for feedback and constructive critique. *(50 points)*

* ***Authentic Assessment Demonstration:*** Students will demonstrate to the class one of the authentic assessments described in O’Malley Chapter 8 - Examples from the Classroom *(p 201-236)* or any other authentic assessment approved by the instructor*.*

The authentic assessment demonstration will include:

1. A 10 minute demonstration including the assessment’s objectives, content and

forms of implementation. *(100 points)*

2. Include a 1 page (minimum) “handout” to be posted on Blackboard

Discussion. *(50 points)*

* ***Report on Field Application of Original Screening Instrument:*** Students administer their Original Screening Instrument to at least two different English Language Learners.

Results from these screening assessments will be organized into:

* + 1. A report demonstrating language proficiency levels for each of the four language domains for each of the ELLs. Include a brief analysis of the screener’s accuracy in assessing the student’s language proficiency for each domain. *(100 points)*
    2. A 6-minute presentation to the class regarding your implementation findings. Provide a one page summary that covers important findings from your interview and post on Blackboard Discussion. *(50 points)*
* ***Portfolio Assignment/Course Overview:***One alternative form of assessment is a portfolio. For educators to understand the concept of a portfolio and how it can be used for assessment, students will develop one for this course.

This assignment will be in two parts:

* 1. The first part will be the construction of the portfolio. On campus students have the option of using a hard copy portfolio in the form of a binder or an electronic portfolio. All distance students will develop an electronic portfolio. Either portfolio option will contain all class assignments, handouts distributed in class, and class notes. These materials then should be organized in manner that is easily accessible. *(40 points)*
  2. The guidelines to the Portfolio Analysis will be given at the end of the course. Students will use their portfolios to respond to questions pertaining to the overview of the course. *(60 points)*

**Evaluation:**

***\* In-class Assignments/Activities* *(12 @ 25 points each)*** \_\_*/300 points*

***\* Interview with ESOL Teachers on Assessment & Standardized Tests for ELLs*** \_\_*/150 points*

***\* Presentation of Original Screening Instrument*** *\_\_\_/150 points*

***\* Authentic Assessment Demonstration*** \_\_\_*/150 points*

***\* Report on Field Application of Original Screening Instrument*** \_\_\_*/150 points*

***\* Portfolio Assignment/Course Overview*** \_\_\_*/100 points*

**TOTAL**  \_\_\_\_\_ */1000* *points*

# Students will be responsible to keep aware of class meeting times and assignment due dates. All assignments are reviewed according to the specific assignment criteria and returned to students by the next class meeting after submission unless noted otherwise. Based on these evaluation criteria, your final grade will be determined by the sum total of the points accumulated during the term.

A =1000-901

B = 900-801

C = 800-701

D = 700-601

F = 600 or below

**Class Policy Statements:**

Participation: Students are expected to participate in all class discussions and participate in all

exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are

not met. Students are responsible for initiating arrangements for missed work.

Attendance/Absences: Attendance is required at each class meeting. If an exam is missed, a

make-up exam will be given only for University-approved excuses as outlined in the Student Policy eHandbook. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.

Unannounced quizzes: There will be no unannounced quizzes.

Accommodations: "Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

Honesty Code: The University Academic Honesty, University Policies: <https://sites.auburn.edu/admin/universitypolicies/default.aspx>. and regulations pertaining to Cheating will apply to this class.

Professionalism: As faculty, staff, and students interact in professional settings, they are

expected to demonstrate professional behaviors as defined in the College’s conceptual

framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

Distance Learning Students: Unless specific instructions have been given for a designated

course, students in distance education courses shall take all closed resource examinations under

the supervision of an approved proctor. Examples of approved proctors include a school

superintendent, a principal of a high school, or a dean or department head of a college. Proctors

shall be verified and exams shall be sent directly to the proctor who will manage the

examination in a secure manner, requiring students to present a picture ID.

**Justification for Graduate Credit:**

CTES 7480/7486 offers a comprehensive study of both large- scale and authentic assessment in ESOL. Students will be required to analyze standards-based assessments, develop assessment instruments that accurately measure English language learner’s language abilities in the four language domains of speaking, listening, reading and writing, and explore the complexity of distinguishing Ells’ English language ability from their content area knowledge. These issues in assessment are critical to the success of both ESOL teachers and their students.

**The syllabus is subject to change with sufficient notice**!