**Auburn University**

**Course Syllabus**

1. **Course Number:** CTES 7480/7486

**Course Title:** Assessment in English as a Second Language (ESL)

**Course Room:** Haley Center 2213

**Course Meeting:** Tuesdays, 6:30 – 9:00 p.m.

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisite:** None

**Term:** Spring 2015

**Instructor:** Dr. Jamie Harrison **Office:** Haley Center 5080 **Telephone:** 334-844-8278 **email: jlh0069@auburn.edu**

 **Office hours:** T 2 – 4 p.m.; Th 10 - 12; others by appointment; F2F or via Skype

2. **Date Syllabus Prepared:**  August 2014

3. **Texts**:

Gottlieb, M. (2006). *Assessing English Language Learners, bridges from language*

 *proficiency to academic achievement*. California: Corwin Press

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

 *Learners: Practical Approaches for Teachers.* N.Y.: Longman

Additional required readings will be disseminated via links to website URLs or course Canvas website.

4. **Course Description:**

This course focuses on language assessment theory and practice. The content of the course will include purposes for assessment, types of assessment including alternative assessment and construction of assessment instruments. Central issues in the assessment of language will be presented and analyzed.

5. **Course Objectives:**

 Alignment of objectives with the Alabama Quality Teaching Standards (AQTS 290-3-3-.45) is noted.

Upon completion of this course students will be able to demonstrate knowledge of:

1. a variety of standards-based and performance-based classroom assessment tools to inform language and content instruction for the ELL’s language proficiency level. (2)(d)1.(i)
2. a variety of standards-based language proficiency instruments their uses for identification, placement, and demonstration of language growth of ELLs. (2)(d)2.(i)(I)
3. issues of assessment. (2)(d)2.(i)(II)
4. the purposes of assessment as they are related to ESOL learners and how to use results appropriately. (2)(d)3.(i)(I)
5. the key indicators of good assessment instruments. (2)(d)3.(i)(II)
6. a variety of assessment procedures for ESOL students. (2)(d)3.(i)(III)
7. the advantages and limitations of assessment, including accommodations for ELLs. (2)(d)3.(i)(IV)
8. the impact of English language proficiency on the consideration for referral for special education services, including gifted programming. (2)(d)3.(i)(V)
9. state requirements for identification, reclassification, and exit of ELLs from language support programs. (2)(d)3.(i)(VI)
10. norm-referenced and criterion-referenced assessments that are appropriate for ELLs. (2)(d)3.(i)(VII)
11. assessment measures used for a variety of purposes in serving ELLs. (2)(d)3.(i)(VIII)
12. How to determine ELLs’ language skills and communicative competence using multiple sources of information. (2)(d)3.(i)(IX)
13. performance-based assessment tools and tasks that measure ELLs’ progress toward state standards. (2)(d)3.(i)(X)
14. a variety of instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development. (2)(d)3.(i)(XI)

6. **Course Content:**

Week 1 - 2 Legal Backdrop; The Standards Movement and Assessment of ELs Overview. Demonstrate knowledge of issues of assessment. (2)(d)2.(i)(II); state requirements for identification, reclassification, and exit of ELLs from language support programs. (2)(d)3.(i)(VI); the purposes of assessment as they are related to ESOL learners and how to use results appropriately. (2)(d)3.(i)(I)

Week 3 - 4 Standardized Testing, Reporting and Large Scale Assessment; Classroom Testing Issues and Types of Assessment. Demonstrate knowledge of the advantages and limitations of assessment, including accommodations for ELLs. (2)(d)3.(i)(IV); the impact of English language proficiency on the consideration for referral for special education services, including gifted programming. (2)(d)3.(i)(V); norm-referenced and criterion-referenced assessments that are appropriate for ELLs. (2)(d)3.(i)(VII); assessment measures used for a variety of purposes in serving ELLs. (2)(d)3.(i)(VIII)

Weeks 5 – 15 Explore a variety of assessment instruments and tools for both language and content area assessment of ELs. Develop and implement an original assessment instrument that assesses language proficiency and content area language proficiency. Demonstrate knowledge of: a variety of standards-based and performance-based classroom assessment tools to inform language and content instruction for the ELL’s language proficiency level. (2)(d)1.(i); a variety of standards-based language proficiency instruments their uses for identification, placement, and demonstration of language growth of ELLs. (2)(d)2.(i)(I); the key indicators of good assessment instruments. (2)(d)3.(i)(II); a variety of assessment procedures for ESOL students. (2)(d)3.(i)(III); How to determine ELLs’ language skills and communicative competence using multiple sources of information. (2)(d)3.(i)(IX); performance-based assessment tools and tasks that measure ELLs’ progress toward state standards. (2)(d)3.(i)(X); a variety of instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development. (2)(d)3.(i)(XI)

Week 16 Final Exam (Portfolio submission)

7. **Course Requirements:**

1. **In-class Reading Assignments/Activities**
2. **Interview with ESL Teachers on Standardized Tests for ELLs**
3. **Presentation of Original Assessment Instrument**
4. **Authentic Assessment Demonstration**
5. **Report on Field Application of Original Assessment Instrument**
6. **Final Exam: Portfolio with written response**

**A. In-class Assignments/Activities.** Each week, 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**.**

**B. Original Assessment Instrument.** Students develop an assessment instrument that will be used for screening English Language Learners in the four language domains of listening, speaking, reading and writing. The assessment instrument will include the actual test and the evaluation materials. Students give a 10-20 minute hands–on demonstration of the instrument to the class.

**C. Interview with ESL Teachers on Standardized Testing of ELLs.** 1)Interview (approximately one-hour) an ESL teacher on educational issues pertaining to standardized testing of ELLs. The written report will include: 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.2) Prepare a 10 minute presentation to the class concerning your interview findings. Provide a hard copy of your report for each class member.

**D. 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).* The 10-20 minute demonstration should include the instrument’s objectives, content and forms of implementation. Include a 1 page (minimum) handout for the class.

**E. Report on Field Application of Original Assessment Instrument.**Students administer their Original Assessment Instrument to two different English Language Learners. Results from these two assessments will be organized into: 1) a report demonstrating language proficiency levels for each of the four language domains for each of the ELLs. For each domain include an analysis of the assessment’s accuracy in assessing the student for the domain. 2)a 10 minute presentation to the class concerning the assessment findings. Students provide a hard copy of your report for each class member.

**F. Portfolio Assignment/Course Overview.**A final standards-based portfolio will be turned in at the end of the course documenting successful mastery of each standard.  The course portfolio will be digital and be comprised of course assignment artifacts, notebooks, and highlighted documents with personal reflective annotations throughout indicating standards met. Students will use their portfolios to respond to questions pertaining to the overview of the course.

**Evaluation:**

All assignments are graded according to the specific assignment criteria and returned to students by the next class meeting after submission unless noted otherwise. I adhere firmly to the University’s statement on academic conduct/plagiarism. Based on these evaluation criteria, your final grade will be determined on a percentage basis.

A =1000-900

B = 899-800

C = 799-700

D = 699-600

F = 599 or below

8. **Class Policy Statements:**

1. Attendance: Attendance is required for all classes unless excused prior to class meeting.
	1. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
	2. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, make-up work will be completed within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up work will be arranged during the last three days before the final exam period begins.
2. Academic Honesty Policy: All portions of the Auburn University student academic honesty code found in University Policies (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>)will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee
3. Disability 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 PSD office, but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).
4. Course contingency : If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.
5. 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:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

**9. Justification for offering CTES 7460/66 as a graduate course:**

This course focuses on helping students gain an in-depth understanding of student and program evaluation in the social studies in the era of high-stakes testing. It helps students gain the knowledge needed to make informed assessment decisions at the individual, system, and national levels and to instruct other professionals about assessment and evaluation issues and practices.

**AQTS Course Assessment Map**

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| --- | --- |
| Course Objectives | Course Assessments |
| Learning activities/ Presentations | Final Portfolio | In class writing/reflections | Observation |
| a variety of standards-based and performance-based classroom assessment tools to inform language and content instruction for the ELL’s language proficiency level. (2)(d)1.(i) | X | X |  |  |
| a variety of standards-based language proficiency instruments their uses for identification, placement, and demonstration of language growth of ELLs. (2)(d)2.(i)(I) | X | X |  |  |
| issues of assessment. (2)(d)2.(i)(II) | X | X | X |  |
| the purposes of assessment as they are related to ESOL learners and how to use results appropriately. (2)(d)3.(i)(I) | X | X | X |  |
| the key indicators of good assessment instruments. (2)(d)3.(i)(II) | X | X | X |  |
| a variety of assessment procedures for ESOL students. (2)(d)3.(i)(III) | X | X | X |  |
| the advantages and limitations of assessment, including accommodations for ELLs. (2)(d)3.(i)(IV) | X | X | X |  |
| the impact of English language proficiency on the consideration for referral for special education services, including gifted programming. (2)(d)3.(i)(V) | X | X | X |  |
| state requirements for identification, reclassification, and exit of ELLs from language support programs. (2)(d)3.(i)(VI) | X | X |  |  |
| norm-referenced and criterion-referenced assessments that are appropriate for ELLs. (2)(d)3.(i)(VII) | X | X |  |  |
| assessment measures used for a variety of purposes in serving ELLs. (2)(d)3.(i)(VIII) |  |  |  |  |
| How to determine ELLs’ language skills and communicative competence using multiple sources of information. (2)(d)3.(i)(IX) |  |  |  | X |
| performance-based assessment tools and tasks that measure ELLs’ progress toward state standards. (2)(d)3.(i)(X) | X | X |  |  |
| a variety of instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development. (2)(d)3.(i)(XI) | X | X |  |  |

10. Course Schedule

**Course Content and Schedule:**

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| --- | --- | --- |
| **Week** | **Topic** | **Reading Preparation** |
| **1**  | Intro, Course overview  |  |
| **2**  | The Standards Movement and History of Assessment of ELs Overview  |  |
| **3**  | Issues: Standardized Testing, Reporting and Large Scale Assessment |  |
| **4**  | Issues: Language Assessment and Public Schools  |  |
| **5**  | Issues: Classroom Testing, Types of Assessment, Scaffolding |  |
| **6**  | Authentic and Performance Assessment Portfolio Assessment (Final Exam Details) |  |
| **7**  | **Authentic & Performance Assessment Demonstrations 1, 2**Assessing Language Development: Listening, Speaking |  |
| **8**  | **Authentic & Performance Assessment Demonstrations 3, 4**Assessing Language Development: Reading, Writing |  |
| **9** | **Authentic & Performance Assessment Demonstrations 5, 6**Assessing Language Development in the Content Areas/Math & Science |  |
| **10** | **Authentic & Performance Assessment Demonstrations 7, 8**Assessing Language Development in the Content Areas/SS & LA |  |
| **11** | **Authentic & Performance Assessment Demonstrations 9, 10**WIDA and ACCESS for ELLs |  |
| **12**  | Original assessment instrument presentation (sign up for week 12, 13 or 14) |  |
| **13** | Original assessment instrument presentation  |  |
| **14** | Original assessment instrument presentation  |  |
| **15** | Report on Field Application of instrument due |  |
| **16** | Digital Portfolios due along with reflection |  |