**CTES 7480**

**Auburn University**

Department: Department of Curriculum & Teaching

Program: English to Speakers of Other Languages Education

Course Title: ASSESSMENT IN ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

Course Number: CTES 7480/7486

Course Credit: 3 hours

Semester: Spring 2017

Instructor: Gwendolyn M. Williams, PhD

Email Address: gmw0015@auburn.edu

Phone Number: Office: 334-844-6775

Office: 5078 Haley Center

Office Hours T/Th 1:30-3:30 PM

Schedule: Tues 4:00 PM- 6:50 PM

Classroom: Haley 2467

**1. COURSE DESCRIPTION**

**Catalog Description:** Theoretical perspectives on assessment of English Language Learners. Developing, administering and analyzing assessment instruments.

**Course Description:** This course enables participants to develop awareness and understanding of the cultures represented by different language minorities within Florida and the nation. It also provides an emphasis on research that will enable participants to address the special needs of linguistically and culturally diverse students.

**Attendance:**

Class attendance and engaged participation are essential to achieving the goals of this course. Missing class is like skipping a chapter in a book—what follows is harder to understand. Excused absences are defined in the *AU Bulletin*: You may be excused for personal illness, a serious illness or death of someone in your immediate family, a field trip, a religious holiday (one week notice required), or a subpoena. For a provisional excuse, please notify me before the day you miss by leaving a message by e-mail or telephone (no documentation is necessary). For a fully excused absence (and full attendance/participation points), you will need to provide documentation for your absence.

You will earn points by attending class and arriving on time (see grading plan below). Late assignments lose 10% credit per day. If your absence is excused, any assignment will be due the following day and will begin to incur late penalties on the second day unless you provide daily updates of continuing excusing information. Assignments may be sent by course e-mail to avoid late penalties. If you do send work by e-mail, address it carefully and watch for error messages or for my acknowledgement. Note: *E-mail errors will not negate late penalties.*

**Grading Plan:**

 The final grade for the course is based on the following:

 90%-100%= A

 80%-89% = B

 70%-79% = C

 60%-69% = D

 Below 60% = F

\*Please note that this is only a plan; point totals for the course may change during the semester if assignments are added or deleted. Detailed instructions will be available in Canvas.

Grades will be weighted the following ways:

**Classroom Expectations and Group Norms:**

* + Be respectful of yourself and others. Talking while others are addressing the class (including the instructor) is not appropriate.
	+ The class will start and end at the instructor’s designated time. If you arrive late or leave early, points will be deducted from your attendance and participation.
	+ No unauthorized guests.
	+ Cell phones, beepers, and pagers must be turned off or placed on vibrate mode. Inappropriate use of cell phones and other technology during class time will result in loss of points.

**Online Expectations:**

 Students are expected to complete ½ of the course workload online via Canvas. You are expected to check Canvas often for assignments and announcements. The course is set up in weekly modules (see calendar for dates). The module starts on Wednesday and work must be completed by 4:00 PM on Tuesdays so that you can apply your learning in our face-to-face class. Instructions will be provided in Canvas.

**Assignment Requirements:**

 All assignments must be typed unless otherwise noted by the instructor. If your assignment contains excessive writing errors *it will not be accepted*. Make sure to proof read any submitted work before turning it in. Typographical and grammar errors will result in the lowering of an assignment grade. All assignments will be submitted via Canvas. Only use PDF or Word files when uploading to Canvas.

**3. University and College Policies**

**Participation**:

All 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 and for initiating arrangements for missed work.

**Unannounced Quizzes:**

There will be no unannounced quizzes.

**Accommodations:**

Students who need special accommodations in class, as provided for by the American Disabilities Act, should arrange a confidential meeting with the instructor during office hours the first week of classes – or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Program for Students with Disabilities, 1244 Haley Center, 844-2096.

**Academic Honesty Policy:**

All portions of the Auburn University student [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf) (Title XII) will apply to this class. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Professionalism:**

Faculty, staff, and students in professional settings are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are as follows: Engage in responsible and ethical professional practices; contribute to collaborative learning communities; demonstrate a commitment to diversity; model and nurture intellectual vitality.

**Writing Center:**

The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email writctr@auburn.edu or call 334-844-7475 M-F  7:45am-4:45pm.

**Student eHandbook:**

 Please refer to <http://www.auburn.edu/student_info/student_policies/> for all AU student policies.

**Semester Schedule**

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|  | Topic | Readings | Assignments  |
| 1/17  | Introduction  |  |  |
| 1/24 | Purposes and Varieties of Assessment  | B & A Chapter 1 WIDA reading  |  |
| 1/31 | Proficiency/ Assessment and Placement  | Diaz-Rico Chapter 12 Herrera et al Chapter 5 |  |
| 2/7 | Principles of Language Assessment  | B & A Chapter 2 Smith, Teemant & Pinnegar |  |
| 2/14 | Classroom Assessment | B & A Chapter 3McKay Chapter 5  |  |
| 2/21 | Standards Based Assessment  | B & A Chapter 4 Gottlieb Chapter 2  |  |
| 2/28 | Standardized Testing  | B & A Chapter 5Menken  | Reaction Paper 1 is Due  |
| 3/7 | Alternative Assessment  | B & A Chapter 6 Herrera et al Chapter 2  | Standardized Test Critique is Due |
| 3/14 | Spring Break  |  |  |
| 3/21 | Assessing Vocabulary | B & A Chapter 11TBD |  |
| 3/28 | Assessing Listening | B & A Chapter 7Rost | Exam is Due |
| 4/4 | Assessing Speaking | B & A Chapter 8Goh & Burns  |  |
| 4/11 | Assessing Reading | B & A Chapter 9 Cohen  |  |
| 4/18 | Assessing Writing | B & A Chapter 10Ferris & Hedgcock Chapter 6 | Reaction Paper 2 is due  |
| 4/25 | Assessment & Grading  | B & A Chapter 12Law & Eckes Chapter 8 | Assessment Portfolio is Due |

**Required textbook:**

**Brown, H. D. & Abeywickrama, P. (2010). Language assessment: Principles and classroom practices (2nd. ed). New York: Pearson Longman. ISBN-13:** 978-0138149314

<http://media.pearsoncmg.com/intl/elt/sampleunits/flipbooks/9780138149314/9780138149314.html>

**Readings that will be on-line**

Cohen, A. (2012). Test taking strategies. In C. Coombe, P. Davidson, B. O’Sullivan, & S. Stoynoff (Eds), *The Cambridge Guide to Second Language Assessment* (pp. 96-104). New York: Cambridge University Press.

Diaz-Rico, L.T. (2014). Chapter 12: Culturally and linguistically diverse learners and special education. In *The cross-cultural language and academic development handbook: A complete K-12 reference guide* (pp. 333-360). New York: Pearson.

Ferris, D. R. & Hedgcock, J. S. (2014). Classroom assessment of L2 writing. In *Teaching L2 composition: Purpose, process and practice*, 3rd ed. (pp. 196-236). New York: Routledge.

Goh, C. M. & Burns, A. (2012). Assessing speaking. In *Teaching speaking: A holistic approach* (pp. 252-283). New York: Cambridge University Press.

Gottlieb, M. (2016). Assessment of academic language through standards: The bridge to systemic equity. *In Assessing English language learners: Bridges to educational equity: Connecting academic language proficiency to student achievement*, 2nd ed. (pp. 39-61). New York: Pearson.

Herrera, S. G., Cabral, R.M., & Murry. K.G. (2013). Chapter 2 Authentic assessment. In Assessment accommodations for classroom teachers of culturally and linguistically diverse students, 2nd ed. (pp. 18-50.) New York: Pearson.

Herrera, S. G., Cabral, R.M., & Murry. K.G. (2013). Chapter 5 Assessment of language proficiency. In *Assessment accommodations for classroom teachers of culturally and linguistically diverse students, 2nd ed.* (pp. 130-181.) New York: Pearson.

Law, B. & Eckes, M. (2008). The final nail in the coffee: Grades. In *Assessment and ESL: An alternative approach*. (pp. 197-216). Winnipeg, MB: Portage & Main.

Menken, K. (2010). NCLB and English language learners: Challenges and consequences. *Theory into Practice, 49*, 121-128.

McKay, P. (2006). Chapter 5: Classroom assessment of language use. In *Assessing young language learners* (pp. 140-175). New York: Cambridge.

Smith, M. E., Teemant, A., & Pinnegar, S. (2004). Principles and practices of Sociocultural Assessment: Foundations for Effective Strategies for Linguistically *Diverse Classrooms. Multicultural Perspectives, 6*(2), 38-46.

**Assignments**

1. **Standardized test critique**

Review a standardized test for ELLs. Below are just some of the options that are available. If you would like to review another standardized exam not listed, please get approval from me before you start. This should be a test for ELL students, **not** a certification test for ESOL teachers.

**K-12**

 WAPT

 ACT Aspire

 ACT/ SAT (Admissions tests for college)

 If you want to research Common Core & ELLs, there is plenty of information on this topic.

**Adult ELL**

TOEFL <http://www.ets.org/toefl/>

IELTS <http://www.ielts.org/>

TOEIC- <https://www.ets.org/toeic/>

 ACT Compass- <http://www.act.org/compass/tests/esl.html>

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1. Explain the specific uses and intended audience for the exam,
2. Describe typical test questions for the exam part(s), and the overall

design of the test.

3. How do the test-makers address concerns of reliability, validity, and bias? Has the test had problems with reliability, validity and bias in the past? If so, what was done about it? You will be expected to do outside research this topic.

 4. What test-taking accommodations are available for ELLs with this exam?

5. What recommendations would you make to an ELL to prepare him or her to take this exam?

1. **Reaction Papers**

These commentaries have three purposes. First, they show me that you are keeping up with the readings. They also allow you the opportunity to reflect on them and to apply the information from the readings to your own experiences and prior knowledge, but be careful to remain focused on the theory and practices discussed in the reading. Finally, it provides me with a way to dialogue about the readings to ask questions that you may not feel comfortable asking in class. You should NOT simply summarize the readings. If you’re unsure about how to go about this, a good way to start is to select a couple ideas or excerpts from different readings and compare the ideas in them, then tie these ideas in with examples from your own experience, but be careful that your examples stay on point. **The paper should be 3 pages long and be double spaced**. **Papers must be handed in on the day that that specific reading is discussed**. Please submit to Canvas. The due dates for the papers (2 of them) have been spaced throughout the semester to prevent procrastination until the end of the semester. You cannot submit two papers on the same day. See rubric in Appendix B

1. ***Assessment Task Design (25 points)***

For this assignment, you will create an assessment task and rubric to evaluate students’ language skills (in one of the following areas: reading, writing, listening or speaking). You will sign up for a specific skill area in class. The due date for this task depends on the skill areas-

* Listening- 3/28
* Speaking-4/4
* Reading 4/11
* Writing-4/18

The sample assessment should be accompanied by an explanatory commentary of **3-4 double-spaced pages**, including a clear definition of the target audience (learner or group of learners for whom it is intended), explanation and justification of how the assessment task was written, evaluation of the assessment according to the five principles: (reliability, validity, authenticity, practicality, and washback) and a reflection on the limitations of the assessment as written. The sample assessments will be discussed and evaluated in class. **Bring a total of three hard copies of the sample assessment to class for peer review on your assigned date.**

1. **ESOL Assessment Portfolio (35 Points)**

You will create a portfolio of language assessments that are designed for ELL students. You must have 5 listening speaking activities and 5 reading/ writing activities. These activities should be content area activities (such as language arts, social studies, science, etc) that focus on listening/speaking or reading writing. If you are creating your assessments for adult ELLs, you would focus on adult ELL topics that are either community based (going to the doctor, understanding and paying bills) or academically based (note-taking, class presentations). Your assessment portfolio should include activities that address a variety of different proficiency levels. (Don’t use all intermediate assessments, because most likely you will encounter ELLs from several different levels.)

* Use the Brown text & the other assigned readings for types of activities. These activities should be completely different, (i.e., do not give me multiple vocabulary lessons by just changing the words.) Please include the following elements in your writeup of the instruments:
	+ Assessment Purpose
	+ Directions for Students
	+ The assessment instrument
	+ Language Knowledge
	+ Assessment Criteria

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1. **Concept test**- The concept test will be an open book take home assignment that includes short answer, and longer essay questions. The test will cover the content for weeks 1-8. (The theory from the latter half of the semester will be assessed in the assessment portfolio.)