**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:** Tuesday **or** Thursday, 4:00 – 6:50

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Corequisite:** None

**Term:** Spring 2018

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

**Office hours:** W 10 a.m. - 12 p.m.; Tue/Th 4 - 5; others by appointment

2. **Date Syllabus Prepared:**  August 2017

3. **Texts**:

Brown, H. D. (2010). Language assessment: principles and classroom practices (2nd ed.). White Plains, NY: Pearson Education. ISBN: 978-0-13-814931-4

Plakans, L., & Gebril, A. (2015). Assessment myths: applying second language research to classroom teaching. Ann Arbor: University of Michigan Press. ISBN: 978-0-472-03581-6

Other assigned readings as provided on Canvas

There is also a possible differentiated book option based on student interest. More details to be provided.

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 Requirements:**

1. **Preparation and Participation (15%)**
2. **Content Area Test Creation (20%)**
3. **ELP Instrument & Report (20%)**
4. **Authentic Assessment Demonstration (15%)**
5. **Issues of Assessment Presentation (20%)**
6. **Final Exam (10%)**

**A. Preparation and Participation.** Students will participate in syllabus development by determining a preparation indicator to be used during the semester. This could be a reading or vocabulary quiz, a graphic organizer of key ideas, or a reading guide. This will be uploaded to Canvas prior to class each week. **Distance students will also participate in discussion boards each week based on class discussion topics or activities. These will be posted weekly.**

**B. Content Area Test Creation.** Students will create a packet of assessments.

**C. ELP Assessment Instrument & Report.** Students will develop an assessment instrument that will be used for screening ELs or NNESs in the four language domains of listening, speaking, reading and writing. The assessment instrument will include the actual test and all evaluation materials. Students will administer their Original Assessment Instrument and report the results according to assignment details.

**D. Authentic Assessment Demonstration.** Students will create and demonstrate one type of authentic assessment.

**E**. **Issues of Assessment Presentation.** Students will read, research, and present an issue of assessment for ELs or NNESs.

**F. Final Exam.** TBA

**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 based on the following:

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59-0

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 7480/86 as a graduate course:**

This course focuses on helping students gain an in-depth understanding of assessment as it relates to English learners in a variety of contexts. Students will gain the knowledge needed to make informed assessment decisions and to advocate for ELs about assessment and evaluation issues and practices.

**Course Content and Schedule:**

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| **Week** | **Topic** | **Prior to Class** | *Assignment Plan of Action* **& Due Dates**  **\*Note Participation is ongoing and weekly** |
| **1** 1/11 | Introduction  Course overview |  |  |
| **2** 1/16 & 1/18 | Assessment Concepts and Issues  Grading & Student Evaluation | Read Brown chapters 1 & 2  Read Brown Chapter 12 |  |
| **3** 1/23 & 1/25 | Designing Content Area Tests (ELL) | Read Herrera chapter 6  Plus additional readings as assigned | *Begin Content Area Test Design* |
| **4** 1/30 & 2/1 | Readings as assigned |  |
| **5** 2/6 & 2/8 | Assessment Alternatives | Read Brown chapter 6  Herrera chapter 2 | *Begin preparation of alternative assessment presentation* |
| **6** 2/13 & 15 | Readings as assigned | **Content Area Tests Due** |
| **7** 2/20 & 2/22 | Designing Classroom Language Tests & Assessing Language Domains | Read Brown chapter 3  & JIGSAW Reading: Brown, 7, 8, 9, 10, 11 | *Begin ELP Assessment Design* |
| **8** 2/27 & 3/1 | Readings as assigned |  |
| **9** 3/6 & 3/8 | Readings as assigned |  |
| 3/13 & 3/15 SPRING BREAK – NO CLASSES | | | |
| **10** 3/20 & 3/22 | Standards based assessment & Standardized testing | Read Brown chapters 4 & 5  Plus additional readings as assigned | **ELP Assessment Due** |
| **11** 3/27 & 3/29 | TESOL CONFERENCE – CLASSES HELD ON LINE THIS WEEK  **Issues in Assessment Presentations Due this Week – to be presented online** | | |
| **12** 4/3 & 4/5 | **Alternative Assessment Presentations** |  | *ELP Assessment Administration* |
| **13** 4/10 & 4/12 | **Alternative Assessment Presentations** |  | *ELP Assessment Administration* |
| **14** 4/17 & 4/19 | **Alternative Assessment Presentations** |  | *ELP Assessment Administration* |
| **15** 4/24 & 4/26 | Final Exam Details & Jumpstart |  | **ELP Assessment Report Due** |
| **Finals Week** | **Final Exam** Due by 5/2 | | |