# Auburn UniversityCollege of Education, Department of Curriculum and Teaching

# CTES 7480, Assessment in ESOL Education, Spring 2021

## Instructor Contact Information

Name: Gwendolyn M. Williams, Ph.D.

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Office Hours: 1:30-3:30 PM Mondays and Wednesdays

I prefer to be contacted by email, and I will usually respond in 48 hours.

## General Course Information

Class Days/Time: Wednesday 4:00- 6:50 PM

Classroom: Haley 2406

## Course Description

Theoretical perspectives on assessment of English Language Learners. Developing, administering and analyzing assessment instruments. May count either CTES 7480 or CTES 7486.

## Library Research Guides and Subject Librarians

The Auburn University Library can help you find information and conduct research. You can make an appointment with a librarian, get help online, or contact the Education librarian, Dr. Todd Shipman at todd.shipman@auburn.edu

## Canvas

Canvas is Auburn University's official Learning Management System (LMS). Canvas is the place where you will find the course syllabus, read posted announcements, participate in online class discussions with classmates, submit your assignments online and view the materials for this course. To access Canvas use your AU user ID and password to log into Auburn’s [Canvas homepage https://auburn.instructure.com/login/ldap](https://auburn.instructure.com/login/ldap). When you log in, you will be directed to your dashboard. Click on the link for this course (classes are listed by course name and number). Note: The Login link is also conveniently located in [AU Access www.auaccess.auburn.edu](http://www.auaccess.auburn.edu/) and many other university pages.

### Canvas Help and Student Computing Resources

#### Canvas and OIT Help Desk

Contact the [OIT Help desk https://oit.auburn.edu/helpdesk](https://oit.auburn.edu/helpdesk) if you need assistance with Canvas or other information about computing and information technology at Auburn. Three ways to contact the OIT Help Desk are:

* Call: 334-844-4944
* Email: helpdesk@auburn.edu
* Visit Location: RBD Library, 2nd and 3rd floors

#### General Student Computing

Review the information posted at [OIT Computing Lab Locations http://www.auburn.edu/oit/labs/](http://www.auburn.edu/oit/labs/). There you will find computer use guidelines and a list of available computer labs.

## Course Format and Instructional Methods:

The course will be taught using multiple instructional methods. These methods will include group interactive activities, literature circles, lectures, and oral presentations with an associated critical discussion. Typically, course topics will be introduced through an interactive opening activity before moving to interpretive discussions. Lectures will be included to emphasize the theoretical foundation of educational practice. Students will engage in literature discussions about immigrant stories to explore a range of issues that immigrants might encounter as they settle in a new country and face the challenges of learning English. Video clips will be used to provide deeper understanding of course content.

## Course Goals and Student Learning Objectives

### Student Learning Outcomes (SLO)

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

1. Implement a variety of performance-based and standards-based assessment to evaluate English learners’ language proficiency for the purposes of placement and reclassification.
2. Implement a variety of assessment instruments (both norm-referenced and criterion referenced) to evaluate English learners’ content area knowledge.
3. Assess English learners’ language skills and communicative competence using multiple sources of information
4. Use and interpret a variety of standards-based language proficiency instruments for identification, placement, and demonstration of language growth of ELs.
5. Discuss the advantages and limitations of assessment, including accommodations for English learners.
6. Describe the impact of English language proficiency on the consideration for referral for special education services, including gifted programming.
7. Use a variety of rubrics to assess English learner students’ language development in classroom settings.
8. Explain appropriate accommodations for English learners on standardized assessments.

## Required Texts/Readings

### Textbook: Brown, H. D. & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practices* (3rd ed). Pearson Longman.

### Other Readings: These readings will be provided in Canvas.

Bachman, L. & Damböck, B. (2018). Chapter 12: Scoring students’ test performance and reporting the results. In *Language assessment for classroom teachers* (pp. 148-164). Oxford.

Diaz-Rico, L.T. (2018). 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). Pearson.

Fenner, D. S., & Sydney, C. S. (2017). Chapter 9 Formative assessment. In *Unlocking English learners' potential: Strategies for making content accessible* (pp. ). Sage.

Gilliland, B. & Pella, S. (2017). Chapter 6: How genre-based instruction prepares multilingual students for high stakes tests. In *Beyond teaching to the test: Rethinking accountability and assessment for English language learners* (pp. 113-131). NCTE.

Harding, L. & McNamara, T. F. (2018). Language assessment: The challenge of ELF. In J. Jenkins, M. J. Dewey, & W. Baker (Eds*.), The Routledge handbook of English as a lingua franca (pp. ).* Routledge.

Herrera, S. G., Cabral, R.M., & Murry. K.G. (2020). Chapter 5 Assessment of language proficiency. In *Assessment accommodations for classroom teachers of culturally and linguistically diverse students, 2nd ed.* (pp. 121-171). Pearson.

Hughes, R. (2017). Chapter 4: Issues in assessing speaking. In *Teaching and researching speaking* (pp. 86-122). Routledge.

Lee, I (2017). Chapter 8 Portfolios in classroom L2 writing assessment. In *Classroom writing assessment and feedback in L2 school contexts* (pp. 105-122). Springer.

Nation, I. S. P. & Macalister, J. (2020). Chapter 6: Assessing reading. In *Teaching ESL reading and writing, 2nd ed.* (pp. 83-102). Routledge.

Papp, S. (2018). Assessment of young English learners. In S. Garton & F. Copeland (Eds.). *The Routledge handbook of teaching English to young learners* (pp. 389-409). Routledge.

Parrish, B. (2019). Chapter 9 Assessing teaching and learning. In *Teaching adult English language learners* (pp. 287-317). Cambridge.

Rost, M. (2016). Listening assessment. In *Teaching and researching listening*, 3rd ed. (pp. 191-214). Routledge.

Shohamy, E. & Menken, K. (2015). Language assessment: Past to present misuses and future possibilities. In W. Wright, S. Bouen & O. Garcia (Eds.). *The handbook of bilingual and multilingual education* (pp. 253- 269). Wiley.

Weigle, S. C. (2016). Chapter 22: Second language writing assessment. In R. M. Manchon & P. K. Matsuda (Eds.). *The handbook of second and foreign language writing* (pp. 473-494). DeGruyter Mouton.

## Classroom Protocol

* + 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.
	+ 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.

## Course Requirements: Each of these assignments should be submitted electronically on Canvas. Feedback will be provided in Canvas for each assignment using the rubrics and in text comments.

 **1. Assessment Shares**- This will be a presentation on a formative assessment that can be used in the classroom to assess English learners. Upload your handout to Canvas. Bring a sample if applicable. Signups for this assignment will occur on week 2. The presentations will occur after the week on classroom assessment.

* Articulate the construct being taught and assessed.
* Explain the learning goals and the criteria by which you will judge the activity as being successful.
* Explain how to do the activity.
* Describe what evidence you will use to assess the student’s knowledge/level in relation to your learning goal.
* Offer two alternatives on how this assessment could be adapted for higher and lower levels of proficiency.
* Describe how this formative assessment would inform future instruction.

2. **Assessment Task Design**- For this assignment, you will create an assessment task to evaluate an EL students’ receptive skill (either **reading** or **listening**). The task must include directions for the students. After the task is described, you will write an analysis paper of your task. This analysis must include the following:

* A description of the audience of the task,
* An explanation of how you constructed the task,
* A description of how the task fulfills the five principles of language assessment (validity, reliability, washback, practicality, and authenticity.
	+ You should cite course readings for this part to support your description.
* An analysis of the limitations of that assessment task. (30 points)

3. **Rubric Assignment-** You will design a rubric that is used to evaluate an EL student’s sample productive task (either **speaking** or **writing**) that you create for a specific EL student.

* First, you must define the ability or construct being measured.
* Next, you will identify the type of rubric that you are using (Select either analytic, holistic or primary trait scoring).
* Define the four or five criteria that you will use to assess this student sample.
* Design the rating scale- each criterion must have at least three levels of achievement
	+ ***Write statements for the expected performance at each level of achievement.***
		- Statements should reflect observable and measurable behavior.
		- Statements should use parallel language across all three levels.
		- Statements should indicate to which degree that the objectives are achieved.
* Write a commentary of your experience creating the rubric. After the rubric is completed, the accompanying commentary should be 4 to 5 pages long.
	+ Describe the language learner for which this task is intended,
	+ Provide an explanation of and rationale for how the task and rubric were created.
	+ Analyze how the rubric meets the five principles of language assessment (validity, reliability, washback, practicality, and authenticity).

You will bring the rubric to class, and your peers will critique your rubric during class. You will have the opportunity to revise your rubric before handing it in for a grade.

* After you get the feedback, you will write a one-page response to the feedback as to which suggestions you would choose to implement and which you would choose to ignore and why you chose to do so. (30 points total for the entire assignment).

4**. Concept Test**- You will have a content test that will be a take-home test that will assess your knowledge of the concepts and principles taught in this course. The test will include providing definitions of key concepts, responding to teaching scenarios, and answering other open-ended questions. (40 points)

**5. Response Paper-** This commentary assignment has three purposes. First, it shows me that you are keeping up with the readings. It also allows you the opportunity to reflect on our required readings and to apply the information from the readings to your own experiences and prior knowledge. 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.  (You start with a summary of one of the required readings from the student responsibilities pages in Canvas, but then you explore the topic more on your own. You should also find four additional research articles that support that topic as you explore that issue on your own and cite them in your paper as part of your analysis of your independent learning on this topic. **The paper should be 4 pages long (35 Points)**.

1. **English Language Assessment around the World Project**

You will write a literature review about English language assessment in the country of your choice. (We will have signups on week 2 to make sure that a variety of countries are represented. Do a scan of the available research to make sure you are picking a country on which you can find enough information.) You cannot pick the United States since much of that content is covered through course materials. You must cite current research/sources to support your description of these practices. You should include the following:

1. Which standardized English language assessments are required?
	1. Describe the types of questions that are asked on the exam.
	2. What are the passing criteria for the assessments?
	3. What are the test scores used for?
	4. How are students prepared to take the tests?
	5. Explore attitudes towards standardized English language testing in that country.
2. Which classroom assessments are used to measure English proficiency/mastery?
	1. Describe three different types of classroom assessments used in that country.
		1. (Proficiency, placement, achievement, or diagnostic)
			1. Provide examples of questions that are used and describe how their types of assessment are used.
	2. Describe how the four skills are assessed in the classroom. (Listening, speaking, reading, and writing)
	3. Explain what assessment modifications are allowed in the classroom.
3. Explain what alternative forms of English language assessment are preferred in that country.
	1. What are the common forms of alternative assessment?
	2. What are the purposes of such assessment? (How are these assessments used in the education of English learners?)
4. Describe the role of technology in assessment in that country.
	1. What are the functions of technology in English language assessment in that country?
	2. How widely available is assessment technology in that country?
5. Implications- What can we learn from English language assessment in that country that would apply to English language assessment in other contexts?
6. **English Language Assessment around the World Oral Presentation**- You will provide an oral presentation on your findings for this project on the last day of class. The expected length of this presentation is 25-30 minutes. You will present an overview of the five required parts of the paper as detailed above. This presentation should include multimedia. Be prepared to engage in discussions after your presentation that compares English assessment practices across cultures. (25 points)

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All meetings will occur in Haley 2406 unless otherwise communicated by Canvas and in person course announcements.

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| **Date** | **Topic** | **Readings** | **Assignments**  |
| 1/13 | Introduction  |  |  |
| 1/20 | Purposes and Principles of Assessment  | B & A Chapter 1 & 2  | Pick your country for the English Language Assessment around the World Paper/ Presentation  |
| 1/27  | Proficiency Assessment and Placement  | Diaz-Rico Chapter 12 Herrera et al  |  |
| 2/3 | Classroom Assessment | B & A Chapter 3Fenner & Sydney  |  |
| 2/10 | Assessing Across Age Levels  | Papp Parrish  | Assessment Task Design is Due  |
| 2/17 | Standardized Testing  | B & A Chapters 4 &5Gilliland & Pella  |  |
| 2/24 | Language Assessment Policy  | Shohamy & Menken Harding & McNamara | Response Paper is Due  |
| 3/3 | No Class |  |  |
| 3/10 | Assessing Listening | B & A Chapter 6Rost  |  |
| 3/17 | Assessing Speaking | B & A Chapter 7Hughes  | Rubric Assignment is Due  |
| 3/24 | Assessing Reading | B & A Chapter 8 Nation & Macalister Ch. 6  | Rubric Feedback Response Paper Due  |
| 3/31 | Assessing Writing | B & A Chapter 9Weigle |  |
| 4/7 | Assessment & Grading  | B & A Chapter 11Bachman & Damböck Ch. 12 | Concept Test is Due |
| 4/14 | Alternative Assessment  | B & A Chapter 12 Lee Chapter 9  |  |
| 4/21 | English Language Assessment around the World Presentations  | None  | English Language Assessment around the World Presentation is Due  |
| 4/28 | Finals Week No Class | None  | English Language Assessment around the World Paper is Due |

## Calendar of Assignments and Exam Due Dates

| **Due Date** | **Assignments and Exams** | **Points**  |
| --- | --- | --- |
| When you sign up | Assessment Quick Share | 15 |
| 2/10 | Assessment Task Design  | 30 |
| 2/24 | Response Paper | 35  |
| 3/17 | Rubric Assignment  | 30 |
| 4/7 | Concept Test  | 40 |
| 4/21 | English Language Assessment Around the World Presentation  | 30 |
| 4/28  | English Language Assessment Around the World Paper  | 50  |
| Throughout semester | Class Participation | 30  |

## Grading Policy

Assignments will be graded according to the categories on the specified rubric in Canvas. Students may not revise and resubmit for higher grades. This course does not have extra credit, so it is important to complete each assignment carefully. Late work will be penalized 5 % per day. There will be no final exam in this course. Participation grades will be worth 30 points, and you will receive 2 points per class. To earn these points, you are expected to be active participants in all of the class activities each week.

Auburn University considers all of the following reasons to be an excused absence:

1. Illness of the student or serious illness of a member of the student’s immediate family. The instructor may request appropriate verification.
2. The death of a member of the student’s immediate family. The instructor may request appropriate verification.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to such absences, but in no case more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.
4. Religious holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Any other reason the instructor deems appropriate.

If you have an excused absence, it is your responsibility to contact the professor and make arrangements to make up the work that you missed.

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

## University Policies

There are important university policies that you should be aware of, such as the add/drop policy; cheating and plagiarism policy, grade appeal procedures, accommodations for students with disabilities and degree requirements. Please see the following link for more information <http://bulletin.auburn.edu/thegraduateschool/other/#generalregual>

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### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, course loads/overloads, etc. <https://sites.auburn.edu/admin/universitypolicies/Policies/GraduateSchoolPolicyonWithdrawingfromCourses.pdf>

### Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact the Office of Accessibility, located in Haley Center, Room 1228, Phone: (344) 844-2096, as early as possible in order to avoid a delay in receiving accommodation services. Use of OA services, including testing accommodations, requires prior authorization by the Office of Accessibility. For more help see [Steps to Receive Accommodations https://cws.auburn.edu/Accessibility/cm/prospective](https://cws.auburn.edu/Accessibility/cm/prospective).

#### Emergency Evacuation

If you are a student with a disability and you think you may require assistance evacuating a building in the event of a disaster, you should inform your instructor about the type of assistance you may require. You and your instructor should discuss your specific needs and the type of precautions that should be made in advance of such an event (i.e. assigning a buddy to guide you down the stairway). We encourage you to take advantage of these preventative measures as soon as possible and contact the Office of Accessibility if other classroom accommodations are needed.

### Academic Integrity

Students should be familiar with the university’s [Academic Honesty Code https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf](file:///C%3A%5CUsers%5Crennesr%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CRVZWJHZ4%5CAcademic%20Honesty%20Code%20https%3A%5Csites.auburn.edu%5Cadmin%5Cuniversitypolicies%5CPolicies%5CAcademicHonestyCode.pdf). Your own commitment to learning, as evidenced by your enrollment at Auburn University and the university’s policy, require you to be honest in all your academic course work. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the university. For this class, all assignments are to be completed by the individual student unless otherwise specified.

## COVID Policies

**Physical Distancing**

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

**Face Covering Policy**

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

**Possibility of Going Remote**

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensuring that you have access to a computer and Internet.

**In the Event that a Student in the Class Tests Positive**Students must conduct daily health checks in accordance with [CDC Guidelines](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center](https://cws.auburn.edu/aumc/)  or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately to make instructional and learning arrangements.

**In the Event that the Instructor Tests Positive**If I am unable to attend our F2F portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

**Zoom Policies**

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your residence, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance Issues Due to COVID**

Participation grades will be worth 30 points, and you will receive 2 points per class. To earn these points, you are expected to be active participants in all of the class activities.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments electronically as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

## Additional Resources

### Miller Writing Center

The Miller Writing Center helps Auburn University students become better writers and produce better written documents. The MWC has multiple locations: RBD Library, SADC, Multicultural Center, Forestry & Wildlife Building, and Auburn Global. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center website [http://wp.auburn.edu/writing/writing-center/](http://wp.auburn.edu/writing/writing-center/%20) for more information on how to schedule time with a tutor.

Please see the flyer for the Writing Center on Canvas for more information.

### Student Counseling Services (SCS)

SCS is a unit of the Auburn University Medical Clinic. SCS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The SCS website [http://wp.auburn.edu/scs/](http://wp.auburn.edu/scs/%20) provides information only. If you would like to talk with someone or make an appointment, please call (344) 844-5123 during business hours, or (344) 501-3100 after hours or on weekends.