

**Moravian College  
Bethlehem, Pennsylvania 18018**

**EDUC673 ESL Assessment and Support  
Fall 2015 Wednesday 4-7 PM PPHAC116**

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Course description: Participants will learn to use effective assessment tools/practices to identify levels of proficiency and create assessments in speaking, listening, reading and writing to inform classroom instruction. Participants will also learn assessment of content areas to make adaptations for language acquisition and content learning. This course will combine readings, lecture, small group cooperative activities and hands-on assessment with English language learners.



Texts:

Brown, H., & Abeywickrama, P. (2010). *Language Assessment Principles and Classroom Practices* (Second ed.). White Plains, NY: Pearson Education. ISBN:0-13-814931-3

Gottlieb, Margo. (2006). *Assessing English Language Learners: Bridges from language proficiency to academic achievement.* Thousand Oaks, CA: Corwin Press. ISBN: 0761988890

Additional readings/handouts will be distributed in class.

EDUC673 Objectives and assignments as evidence to support these objectives.

**A. Use multiple and appropriate formative and summative assessment measures for a variety of purposes, including classroom and student self-assessment and technology- based assessment (e.g., audio, video, computer) at various grade levels.**

Assignment 1: Field work required assessment of two English Language Learner (ELL) students using attached form requiring specific assessments in four domains: speaking, listening, reading, and writing. Assessments will be both formative and summative, and will include student self-assessments and technology based assessments. Strengths and needs of students will be listed for each domain.

30 points

Assignment 2: Study guide response: Brown, H., & Abeywickrama, P. (2010). Assessing Listening. In *Language Assessment Principles and Classroom Practices* (Second ed.). (Pp. 156-182). White Plains, NY: Pearson Education.

Speaking and listening assessments will be prepared for use with fieldwork students.

5 points

Assignment 3: Study guide response: Brown, H., & Abeywickrama, P. (2010). Assessing Speaking. In *Language Assessment Principles and Classroom Practices* (Second ed.). (Pp. 183-223). White Plains, NY: Pearson Education.

5 points

Assignment 3A: Fieldwork required survey of two ELLS in both oral language and literacy use in native language and English, using the Gottlieb surveys from Gottlieb, Margo, (2006).

2 points

Assignment 4: Study guide response: Brown, H., & Abeywickrama, P. (2010). Assessing Reading. In *Language Assessment Principles and Classroom Practices* (Second ed.). (Pp. 224-258). White Plains, NY: Pearson Education.

5 points

**B. Apply appropriate testing practices for English language learners including:**

**1. Determination of the validity and reliability of tests to make assessment related decisions for ELLs;**

**2. Knowledge and application of alternate and multiple assessment measures to ascertain what ELLs' know and can do;**

Assignment 5: Gottlieb, M. (2006). Standardized testing and reporting. In *Assessing English language learners* (pp. 151-167). Thousand Oaks, Ca: Corwin Press.

Journal response and discussion of guiding questions on validity, reliability, accommodations, alternate assessments, multiple measures, and state language proficiency testing.

5 points

Assignment 6: Brown, H., & Abeywickrama, P. (2010). Assessing Writing. In *Language*

*Assessment Principles and Classroom Practices* (Second ed.). (Pp. 259-291). White Plains, NY: Pearson Education  
5 points

Assignment 7: Gottlieb, M. (2006). Content based instruction and assessment. In *Assessing English language learners* (pp. 64-80). Thousand Oaks, Ca: Corwin Press.  
Journal response with guiding questions on scaffolding, higher-level thinking assessments, and alternate and multiple assessments.  
5 points

### **3. Appropriate interpretation and use of data to support ELLs.**

Assignment 8: After discussing WIDA sample test reports review with model interpretations, students will complete an interpretation of sample WIDA scores explaining interpretation and use of data.

2 points

Also see Assignment 1 fieldwork which requires interpretation and use of data to support ELLs.

### **4. Assessment of ELLs' test-taking challenges and creation of strategies and scaffolding techniques to address these challenges.**

Assignment 9: Journal response to Gottlieb, M. (2006). Supports for student, classroom, and large-scale assessment. In *Assessing English language learners* (pp. 64-80 and pp. 133-149). Thousand Oaks, CA: Corwin Press.

5 points

Also see Assignment 7.

Also see Assignment 16

### **C. Recognize, apply and share state-allowed testing accommodations for ELLs at varying proficiency levels.**

Assignment 10: Review of Teacher Tools 1,2 and 3. Analysis of PDE allowed accommodations from "Accommodation Guidelines for English Language Learners." *Accommodations For PSSA 2012*. Pennsylvania Department Of Instruction, 17 Jan. 2012. Web. 8 Aug. 2012.

2 points

### **D. Identify and use multiple assessment resources and measures (including research, native language evaluation, Pennsylvania English Language Proficiency Standards, PA Academic Achievement Standards, and WIDA ACCESS for ELLs performance rubrics, among others) to make informed decisions concerning an ELL's progression through a language instruction program (identification, placement, progress, achievement, exit, and monitoring) observing all applicable national and state requirements.**

Assignment 11: Individual teachers will modify model performance indicator charts, adapting supports for each proficiency level, related to a specific grade level and standard

taken from "Pennsylvania English Language Proficiency Standards." *Pennsylvania Department Of Instruction*. State Of Pennsylvania, 15 Sept. 2007. Web. 8 Aug. 2012.  
2 points

Assignment 12: Oral presentation of field work observing and testing of two ELLs, using WIDA scores using performance rubrics, and/or other standardized test scores and classroom work samples to offer informed decisions for instruction and student progression in the language instruction program. Decisions will be shared and discussed with the group during these oral presentations.  
5 points

**E. Implement a variety of assessment tools as part of classroom instruction (observation checklists, reading logs, video spreadsheet software, self- and peer-assessment, among others), planning for classroom practice of each technique, to record progress towards ELLs' English language proficiency and academic achievement.**

See Assignments 1, 4, 11 and 12.

**F. Inform parents/families, using their preferred mode(s) of communication, of federal and state-mandated testing, and the implications of such testing, for ELLs in a language instructional program.**

Assignment 13: Cooperative learning activity with field notes using sample WIDA parent reports and sample PSSA parent reports. Use of Spanish translations, and the use of a parent approved translators will be discussed.

Modeling of parent/teacher meeting with parent input.

3 points

**G. Identify accountability measures and assessment targets in order to analyze real-time ELL data in order to make programmatic and instructional adjustments.**

Assignment 14: Using WIDA and PSSA sample school reports, students will analyze ELL data and recommend program and instructional adjustments.

2 points

**H. As part of an instructional planning team, analyze data from various ELL groups (disaggregated, where appropriate, by language proficiency level, grade level, instructional site, etc.) to evaluate the effectiveness of an ESL program or language teaching methodology.**

Assignment 15: Using the WIDA resource, teachers will complete the worksheet in Cook, H. (2009, March 9). Wida focus on growth. Retrieved from WIDA resources, WIDA World class instructional design and assessment.

2 points

**I. Identify and use a variety of resources and research, including native-language assessment and accommodated assessments, to inform decisions about language differences, giftedness, learning disabilities, or other qualities of ELLs which would entitle them to participation in school programs.**

Assignment 16: Journal response to three readings:  
5 points

Klingner, J., DeSchonewise, A., Onis, C., & Barletta, L. (2008). Misconceptions about the second language acquisition process. *In Why do English language learners struggle with reading?* (pp. 17-35). Thousand Oaks, Ca: Corwin Press.

Hoover, J., Barletta, L.. (2008). Considerations when assessing Ells for special education. *In Why do English language learners struggle with reading?* (pp. 93-108). Thousand Oaks, Ca: Corwin Press.

Cummins, J. (2001). Assessment and intervention with culturally and linguistically diverse learners. *In Literacy assessment of second language learners* (pp. 116-118). Boston: Allyn and Bacon.

**J. Understand and share multiple measures of assessment data, collected over time, to document ELL growth and progress before considering a referral to a special education or other remedial program.**

Assignment 17: Small group discussion and completion of questions using the annotated IEP from PDE, with attention to the section on English language learners.  
2 points

**K. Evaluate and share data, including strengths and weaknesses of each model, with parents/family and other members of a team making informed decisions on referral of an ELL for special education or gifted services.**

See assignments 13 and 16.

Assignment 18 Binder -objectives and supporting evidence.	3 points
Assignment 19 Classwork extra credit	2
Assignment 20 Completion of field experience timesheet for 20 hours	3 points
<b>Total: 100 points</b>	

Assignments are to be completed by date due, not in numerical order as listed here. Dates due are listed under each session described in the syllabus. Late assignments will have points deducted from the grade.

Attendance:

Due to the emphasis on discussion, in-class research and collaborative work, attendance at each meeting is essential. Absences due to illness must be excused with a written form from a healing practitioner. Any other reason for an absence must be previously approved by me. More than two absences may result in a failing grade for the course. See me if you must miss more than ½ hour of any class; I'll provide makeup assignment.

Academic Honesty:

Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.

Blackboard: All students must enroll in EDUC673 on Blackboard so that they can access the required material.

**Accommodations for a Disability:**

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, Assistant Director of Academic and Disability Support, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Course schedule: Details of the schedule and syllabus may be adjusted to better meet the needs and objectives of the participants.

Students can expect to work substantial hours outside of our class each week, doing reading, preparing homework, planning of assessments, discussions with colleagues and school staff, online work, and observation of students, both ESL and regular students. An additional 20 hours of fieldwork is required for observation and assessment of two ELLs, documented by the fieldwork time sheet.

- Session one: 9/2      Getting started  
 In-class:            Teachers complete self assessment tool:  
 Competencies needed for assessment of ELLs.  
 Overview of EDUC673  
 Objectives, assignments; readings, rubrics used for scoring  
 Common Core State Standards: *Three shifts*  
 Discussion of fieldwork assignment #1, Assessment of two ELLs.  
 Reading and discussion from Chapter 1. Brown, H., &  
 Abeywickrama, P. (2010). Chapter 1. Assessment Concepts and  
 Issues. In *Language Assessment Principles and Classroom  
 Practices*.
- Session Two: 9/9      Oral language assessment  
 Due:                \*Assignment 2: Study guide response: Brown, H., &  
 Abeywickrama, P. (2010). Assessing Listening. In *Language  
 Assessment Principles and Classroom Practices* (Second ed.).  
 (156-182). White Plains, NY: Pearson Education.  
 \*Home Language Survey from participant's district  
 In-Class:          Demonstration of language proficiency testing and scoring using  
 WIDA Model Kit voice samples.  
 Discussion of text assignment  
 Discussion of Home Language Survey  
 Discussion of required fieldwork forms:  
*Assessment of an English Language Learner* and two Gottlieb  
 designed surveys: oral and literacy.
- Session Three: 9/16      Oral language assessment

- Due: \*Assignment 3: Study guide response: Brown, H., & Abeywickrama, P. (2010). Assessing Speaking. In *Language Assessment Principles and Classroom Practices* (Second ed.). (Pp. 183-223). White Plains, NY: Pearson Education.  
Assignment 3A: Fieldwork required survey of two ELLS in both oral language and literacy use in native language and English, using the Gottlieb surveys from Gottlieb, Margo, (2006)
- Session Four 9/23 Validity, reliability, multiple measures in Assessment of English language learners  
***Discussion, participation and response in lieu of classroom session. Participants may work with others to submit. Include names of participants.***
- Due: \*Response to Brown, H., & Abeywickrama, P. (2010). Chapter 2, (25-51) *Language Assessment Principles and Classroom Practices* (Second ed.). White Plains, NY: Pearson Education. *Guide provided. Response due by 9/24.*
- Session Five 9/30 Assessing Reading
- Due: \*Assignment 4: Study guide response: Brown, H., & Abeywickrama, P. (2010). Assessing Reading. In *Language Assessment Principles and Classroom Practices* (Second ed.). (Pp. 224-258). White Plains, NY: Pearson Education.  
In-class: Discussion of Reading assessment of ELLs. In class demonstrations of *Slosson Oral Reading Test (SORT)* and WIDA Model Kit Reading Assessments.  
Use of Benchmark Reading Assessment Kits  
Word Wall activity  
Discussion of mortar words, Tier 1, 2, and 3 vocabulary  
Discussion of text dependent questions as used in CCSS.
- Session Six: 10/7 Reading and Writing Assessment
- Due: \*Assignment 5: Study guide response to reading below. Gottlieb, M. (2006). Standardized testing and reporting. In *Assessing English language learners* (pp. 151-167). Thousand Oaks, Ca: Corwin Press.  
\*SORT forms from two ELLs  
Word Wall activity  
DISCUSSION OF Assignment 5.  
How to prepare field work writing samples; introduction of writing samples from WIDA model kits.
- Session Seven: 10/14 Writing Assessment of English Language Learners
- Due: \*Assignment 6. Brown, H., & Abeywickrama, P. (2010). Assessing Writing. In *Language Assessment Principles and Classroom*

*Practices* (Second ed.). (Pp. 259-291). White Plains, NY: Pearson Education

In class: Cooperative group response requiring development of writing prompt. Group will practice scoring ELL writing samples using the WIDA Model Kit samples and score individual writing samples from field work

Session Eight: 10/21 Using Pennsylvania State Standards to support ELLs  
 \*Assignment 8: After discussing WIDA sample test reports review with model interpretations, students will complete an interpretation of sample WIDA scores explaining interpretation and use of data.

\*Assignment 11: Individual teachers will modify model performance indicator charts, adapting supports for each proficiency level, related to a specific grade level and standard taken from "Pennsylvania English Language Proficiency Standards." *Pennsylvania Department Of Instruction*. State Of Pennsylvania, 15 Sept. 2007. Web. 8 Aug. 2012

Session Nine: 10/28 Building collaborative relationships with parents  
 Due: \*Zacarian, Debbie, and Judie Haynes. "Strengthening Family - School Engagement." *The Essential Guide for Educating Beginning English Learners*. Thousand Oaks, CA: Corwin Press, 2012. 51-65. Web. Blackboard Documents.  
 \*Assignment 13: Cooperative learning activity with field notes using WIDA Parent/guardian report. (2012), In *Access for ells interpretive guide for score reports* (pp. 25-31). Wisconsin: WIDA Consortium. Use of Spanish translations, and the use of a parent approved translator will be discussed.  
 Modeling of parent/teacher meeting with parent input.  
 Cooperative discussion of how to inform parents/families of ELLs' progress in classroom and state-mandated testing and encourage parent decision making on how best to support school instruction.  
 Scoring of writing samples

Session Ten: 11/4 Content area assessments  
 Due: \*Assignment 7. Gottlieb, M. (2006). Content based instruction and assessment. In *Assessing English language learners* (pp. 64-80). Thousand Oaks, Ca: Corwin Press.  
 Journal response with guiding questions on scaffolding, higher-level thinking assessments, and alternate and multiple assessments.  
 In-Class: Discussion of reading  
 Language proficiency vs. academic achievement assessment



Examples of bias in reading and test passages, difficulty of passages due to technical vocabulary, mortar words, idiomatic expressions, lack of schema, length of sentences, passive voice.

Session Eleven: 11/11 Content area assessments, accommodations and scaffolding/supports

Due: \*Assignment 9: Journal response to Gottlieb, M. (2006). Supports for student, classroom, and large-scale assessment. In *Assessing English language learners* (pp. 64-80 and pp. 133-149). Thousand Oaks, CA: Corwin Press  
Gottlieb, pp.66-70 (math); 71-75 (science); 75-79 (social studies)  
\*Assignment 10: Review of Teacher Tools 1-7. Analysis of PDE allowed accommodations from "Accommodation Guidelines for Keystone and PSSA." *Accommodations For PSSA (revised 12/17/14)*. Pennsylvania Department Of Education.

Session Twelve: 11/18 Understand and share multiple measures of assessment data

Due: \*Assignment 12: Oral presentation of field work observing and testing of two ELLs, using WIDA scores with performance rubrics, and/or other standardized test scores and classroom work samples to offer informed decisions for instruction and student progression in the language instruction program. Decisions will be shared and discussed with the group during these oral presentations.

\*Assignment 1: Assessment of Two English Language Learners  
In-class: Presentation on results of ELL testing

Handout and discussion:

Faulkner-Bond, Mary. "Language Instruction Educational Programs." (*LIEPs*): *Review Of The Foundational Literature*. US Department Of Education, 5 May 2012. Web. 8 Aug. 2012.  
<http://www.ed.gov/about/offices/list/oepd/ppss/reports.html>.

\*Assignment 14: Using WIDA and PSSA sample school reports, students will analyze ELL data and recommend program and instructional adjustments.

\*Assignment 15: Using the WIDA resource, teachers will complete the worksheet in Cook, H. (2009, March 9). WIDA focus on growth. Retrieved from WIDA resources, WIDA World class instructional design and assessment.

Handouts for next session distributed in this class.

NO CLASS NOVEMBER 25

Session: #13 12/2 English Language Learners with special needs

\*Assignment 16: Journal response to 3 readings

Klingner, J., DeSchonewise, A., Onis, C., & Barletta, L. (2008). Misconceptions about the second language acquisition process. *In Why do English language learners struggle with reading?* (pp. 17-35). Thousand Oaks, Ca: Corwin Press.

Hoover, J., Barletta, L.. (2008). Considerations when assessing Ells for special education. *In Why do English language learners struggle with reading?* (pp. 93-108). Thousand Oaks, Ca: Corwin Press.

Cummins, J. (2001). Assessment and intervention with culturally and linguistically diverse learners. *In Literacy assessment of second language learners* (pp. 116-118). Boston: Allyn and Bacon.  
- above readings in handouts distributed in prior class.

In-class: Discussion of assessment of students who have or may have special needs, giftedness, learning disabilities  
Discussion of readings  
Presentation by selected participants on results of ELL testing

NO CLASS NOVEMBER 25

Session: #14 12/9 Accommodations for English Language Learners with IEPs  
Presentation by selected participants on results of ELL testing  
\*Assignment 18 Binder -objectives and supporting evidence.  
\*Assignment 20: Timesheet documenting times, objectives and details of 20 required fieldwork hours

In-class: \*Assignment 17: Small group discussion and completion of questions using the annotated IEP from PDE, with attention to the section on English language learners.

\*\*\*Possible use:

Klingner, J., & Eppolito, A. (2014). English language learners: *Differentiation between language acquisition and learning disabilities*. Arlington, Virginia: Council for exceptional children.