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EDEL 653 Effective Assessment Practices for ELLs

Milena Varbanova
varbanovam@xavier.edu

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Xavier University
College of Social Sciences, Health, and Education
Department of Childhood Education and Literacy
EDEL 653: Effective Assessment Practices for ELLs

Professor: Milena Varbanova
Office Hours: before and after class
Contact Information: 513 290 5944; varbanovam@xavier.edu

Department Mission Statement:
Xavier University’s Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment and committed to current and relevant scholarship and research related to our profession. The department strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively.

Course Overview and Purposes:
EDEL 653, Effective Assessment Practices for ELLs, will explore different avenues for assessment and bridge the gap regarding cultural bias in assessment. Students will examine strategies to assess reading, writing, listening and speaking and will learn measures of English Language Proficiency. Participants will learn to select appropriate assessments for their students and learn to differentiate between learning and language barriers. Various rubrics and authentic assessments will be investigated and utilized by participants.

Prerequisite: EDEL 650: Foundations of TESOL and EDEL 569 Phonics and Foundations of Literacy

Student Learning Outcomes (TESOL Standards Addressed):

1.a.4. Demonstrate proficiency in English and serve as a good language model for ELLs.
3.a.4. Provide for particular needs of students with interrupted formal education (SIFE).
3.a.5. Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students for students to successfully meets learning objectives.
3.b.2. Incorporate activities, tasks, as assignments that develop authentic uses of language as students learn academic vocabulary and content-area material.
4.a.1. Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.
4.a.2. Knowledgeable about and able to use a variety of assessment procedures for ELLS.
4.a.3. Demonstrate an understanding of key indicators of good assessment instruments.
4.a.4. Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.
4.a.5. Distinguish among ELLs’ language differences, giftedness, and special education needs.
4.b.1. Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.
4.b.2. Understand the appropriate use of norm-references assessments with ELLs.
4.b.3. Assess ELLs’ language skills and communicative competence using multiple sources of information.
4.c.1. Use performance-based assessment tools and tasks that measure ELLs’ progress.
4.c.2. Understand and use criterion-referenced assessments appropriately with ELLs.
4.c.3. Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development.
4.c.4. Prepare ELLs to use self- and peer-assessment techniques when appropriate.
4.c.5. Use a variety of rubrics to assess ELLs’ language development in classroom settings.

Ohio Standards for the Teaching Profession
Standard 3: Assessments – 3.1-3.5
**Required Text:**

*Assessing English Language Learners: Bridging from Language Proficiency to Academic Achievement:*

**Additional Required Readings:**

Technical Manuals from Proficiency Assessment

<table>
<thead>
<tr>
<th>Evaluation Components and Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussions</strong></td>
<td>50</td>
</tr>
<tr>
<td>Students will respond to 5 online discussion questions for the class.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Plan</strong></td>
<td>100</td>
</tr>
<tr>
<td>Students will use their own SIOP-based lesson plan and will develop set of classroom assessments linked to the content of the lesson. The plan will include differentiated assessments for ELP levels 1-4 across the 4 domains – listening, speaking, reading and writing. The work can be completed in pairs.</td>
<td></td>
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<tr>
<td><strong>Classroom participation</strong></td>
<td>100</td>
</tr>
<tr>
<td>Based on active, meaningful participation in class discussions and activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Administration of ELP Assessment</strong></td>
<td>150</td>
</tr>
<tr>
<td>Students are required to videotape themselves giving a measure of English Language Proficiency and write a reflection on their adherence to test protocol.</td>
<td></td>
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<tr>
<td><strong>Final Exam - Child study Project</strong></td>
<td>100</td>
</tr>
<tr>
<td>Students will be provided a set of data for an ELL, which they will analyze, summarize and prepare an intervention plan for the student.</td>
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**Total** 500 points

A = 450 – 500 points

B = 400 – 449 points

C = 350 – 399 points

D = 300 – 349 points

F = 299 points and below

**Professionalism:** Professional behavior is that which is expected of all teachers. This course is part of a teacher preparation program that leads to professional licensure. Candidates are required to demonstrate behavior consistent with a professional career. In particular, candidates are expected to:

- Attend all class meetings and be on time. The professor should be notified of any absences in advance. “Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” (Xavier University Catalogue)
- Prepare carefully and completely for class. Students should read the text and handout assignments as indicated on the course calendar and prepared to discuss the assigned readings during class. Correct grammar, mechanics, and spelling must be evident in all work
that is submitted. All assignments must be typed. **The standards for quality of written assignments are high.**

- Interact professionally with professor and classmates. Professional behavior includes cooperation with other students, faculty and school personnel. Be on time and be prepared!
- Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will be reduced five points for each day late.
- Please turn off all cell phones.
- **Accommodations:** Xavier University’s Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Alter B12 and the phone number is 745-2875. Please discuss necessary accommodations with the professor.
- Be Honest! The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the *Xavier University Catalog* for the official statement.

**Course Content and Tentative Schedule:**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Topic to be Discussed</th>
<th>Readings &amp; Assignments Due</th>
</tr>
</thead>
</table>
| Class 1 1/14/15 | Course Overview  
Assessment in the Context of Second Language Acquisition (SLA) |  ● Select a English Language Proficiency Test: IPT, LAS or WMLS |
| Class 2 1/21/15 | Federal and State Assessment Guidelines Assessment Purposes |  ● Federal Guidelines Document  
● State Guidelines Document |
| Class 3 1/28/15 | Review of English Language Proficiency Tests  
WMLS – demonstration and preparation |  ● Review the Manual for the test you have selected |
<p>| Class 4 2/4/15 | Administration of ELP Test – No Face-to-Face meeting |  ● Write Reflection |
| Class 5 2/11/15 | Response-to-Intervention and Data-Based Decision Making – Part 1 |  ● Reading – Chapters 1 &amp; 2 |
| Class 6 2/18/15 | Response-to-Intervention and Data-Based Decision Making – Part 1 |  ● Review Intervention Document for ELLs |
| Class 7 2/25/15 | Using Data to Make Instructional/Intervention Decisions – – No Face-to-Face meeting |  ● Complete Grouping Sheets for Your Students |
| 3/4/15 | SPRING BREAK XAVIER | |
| Class 8 3/11/15 | Assessments for Oral Language |  ● Reading - Chapter 3 |
| Class 9 3/18/15 | Assessments for Reading and Writing |  ● Reading – Chapter 4 |
| Class 10 3/25/15 | Classroom-Based Assessments |  ● Reading—Chapter 5, 6, 7 |
| Class 11 4/1/15 | Assessment Plan – – No Face-to-Face meeting |  ● Assessment Plan due by the end of the week |</p>
<table>
<thead>
<tr>
<th>Class 12</th>
<th>4/8/15</th>
<th>Limitations of Standardized Testing</th>
<th>Reading—Chapter 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 13</td>
<td>4/15/15</td>
<td>Making Valid Referrals for Special Education Evaluations – Part 1</td>
<td>Reading – Pre-referral Document, Interviews</td>
</tr>
<tr>
<td>Class 14</td>
<td>4/2/15</td>
<td>Making Valid Referrals for Special Education Evaluations – Part 2</td>
<td>Reading – Testing Individual with Diverse Background</td>
</tr>
<tr>
<td>Class 15</td>
<td>4/29/15</td>
<td>Grading and Retention Guidelines for ELLs</td>
<td>Reading – Chapter 7, Reading – Grading and Retention Guidelines Documents</td>
</tr>
<tr>
<td>Class 16</td>
<td>5/1/15</td>
<td>Final Exam – IN CLASS</td>
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**NOTE:** There is a classroom observation component to this course. You will need to observe a minimum of 7 documented hours in an ESL classroom as a requirement for course completion.