



## ELL530: ASSESSMENT AND ADMINISTRATION OF ELL PROGRAMS

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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### COURSE DESCRIPTION AND OUTCOMES

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**Course Description:**

Study of state, federal, and local laws and policies concerning ELL programs; language proficiency instruments used by teachers for assessment and placement of ELLs. Recommended Prior Course: None

**Course Overview:**

This course is an introduction to issues surrounding the assessment of English-language learners, including standards-based, standardized, and classroom assessment instruments. It will also discuss federal legislation and court decisions that have influenced the education of English-language learners. Students in the course will likely have various views of and experiences with language and content assessment instruments. Therefore, students will be encouraged to apply what they learn to their current teaching contexts in order to make the content meaningful and immediately applicable.

**Course Learning Outcomes:**

1. Analyze the current issues in assessment of ELL students today.
2. Summarize federal guidelines and laws pertaining to ELL student identification, assessment, placement, and evaluation based on language proficiency and academic content knowledge.
3. Compare various concepts and issues related to assessing culturally and linguistically diverse students, including different types of assessments used in culturally and linguistically diverse education and their purposes, uses, and limitations.
4. Integrate language proficiency and content-area assessments.
5. Analyze and interpret assessment results to inform, evaluate, and adapt design instruction for culturally and linguistically diverse students.

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### PARTICIPATION & ATTENDANCE

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical

problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

Gottlieb, M. (2016). *Assessing English language learners: Bridges to educational equity: Connecting academic language proficiency to student achievement*. Corwin Press. ISBN: 9781483381060

**NOTE:** All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### Module 1

#### Readings

- Chapter 1 in *Assessing English Language Learners*
- Ellis, R. (2014). Editorial. *Language Teaching Research*, 18(4), 425-427.
- Toppel, K. (2015). Enhancing core reading programs with culturally responsive practices. *Reading Teacher*, 68(7), 552-559.

#### Discussion (25 points)

#### Critical Thinking: Purposes for Classroom Assessment, Types of Measures, And Language of Assessment (75 points)

Accurately assessing a student's abilities and English language proficiency is a crucial part of creating differentiated and tailored instruction. This assignment will help you to explore various pertinent measures, documents and legislation associated with teaching with CLD and ELL students. Use Part I and Chapter 1 readings to help you find the corresponding laws and examples of documents.

- Create a table with three columns.
- The first column should contain the federal or state legislation pertinent to CLD and ELL students.
- The second column should contain the name and image, link or document which aligns with the federal or state legislation relevant to CLD and ELL students.
- The third column should contain your written assessment and examination of the rationale and support for the use of this document or link which helps to comply with the selected legislation.

Here is an example:

- **Column 1:**  
The Civil Rights Act of 1964 called for equitable access and inclusion of all students.
- **Column 2:**  
Resource 1.1 from p.73 titled:  
A Decision Tree for the Identification and Placement of English-Language Learners
- **Column 3:**  
The selected resource provides the following components:
  - A home language survey, an explanation of procedures used to screen students' language proficiency, protocol for assessment, and required steps to provide services to students.
  - In providing this map, there is an established manner of providing an opportunity for districts to identify and provide equal access to ELL's.
  - If you are currently teaching, collaborate with other colleagues in your school to complete the table.

Support your ideas with research from at least 3 credible sources documented according to *CSU-Global Guide to Writing and APA Requirements*; your textbook may serve as one source. The CSU-Global Library is a good place to find these sources.

## Module 2

### Readings

- Chapter 5 in *Assessing English Language Learners*
- Colorado Department of Education (2016). *Guidebook on designing, delivering, and evaluating services for English learners* (Sections 2, 3, and 7 and the Appendices, in particular, Appendix N). Retrieved from <http://www.cde.state.co.us/sites/default/files/ElsG-book.pdf>
- Louie, B., & Davis-Welton, K. (2016). Family literacy project. *Reading Teacher*, 69(6), 597-606.

### Discussion (25 points)

#### Critical Thinking: Assessment Application (75 points)

Take a look at Chapter 5 and the assessments provided in the "Types of Student Self-Assessment" section, Figures 5.2, 5.3, and 5.4 (Gottlieb, 2016).

These assessments include components related to the Common Core Standards and the WIDA ELD Standards as well.

Choose one of the three assessments listed in the readings above and do the following:

1. Revise the assessment to fit the needs of your students or your future students.
2. Justify how this assessment will provide you with the opportunity to appropriately assess CLD and ELL students.
3. Recommend ways that you could communicate the results of this assessment with parents, other educators or your district staff.

## Module 3

### Readings

- Chapter 2 in *Assessing English Language Learners*
- Carroll, P., & Bailey, A. (2016). Do decision rules matter? A descriptive study of English language proficiency assessment classifications for English-language learners and native English speakers in fifth grade. *Language Testing*, 33(1), 23-52.

- Fenner, D. S., & Segota, J. (2012). Standards that impact English language learners. Retrieved from <http://www.colorincolorado.org/article/standards-impact-english-language-learners>
- Review the State of Colorado English proficiency standards, or alternatively, your own state's English proficiency standards for the grade(s) you teach.

### **Discussion (25 points)**

#### **Critical Thinking: Evaluating English Language Proficiency Standards (75 points)**

Integrating English language proficiency standards can help ELLs, through sound instruction, “more readily learn the knowledge and skills of state academic content standards” (Gottlieb, 2016, p. 32).

After reading chapter 2, evaluate at least three of your grade- and content-level standards in light of what we know about second language acquisition, assessment, content knowledge, and the teaching of ELLs. Then, list and evaluate specific strategies (classroom activities, ideas for differentiation, etc.) you can use to assess the standards for students at each level of language proficiency. (Hint: the WIDA standards and Can-Do Descriptors will be enormously helpful for this activity.) Keep in mind the following:

- Levels of English language proficiency
- Cooperative Learning and Flexible Grouping
- WIDA Standards

Use the attached template to organize your observations and support your ideas with research from at least 3 credible sources in language acquisition, assessment, and/or teaching methodology. The CSU-Global Library is a good place to find these sources. Your work should adhere to the *CSU-Global Guide to Writing and APA Requirements*.

## **Module 4**

### **Readings**

- Chapter 4 in *Assessing English Language Learners*
- Wright, W. E. (2016). Let them talk! *Educational Leadership*, 73(5), 24-29.

### **Discussion (25 points)**

#### **Critical Thinking: Assessment Checklist (75 points)**

High-stakes, mandatory tests are often the most visible type of assessment. For the classroom teacher, however, assessments must take many forms in order to help students progress. A close connection exists between listening, speaking and reading and writing. This assignment will help you to design lesson activities based both on the WIDA Can-Do descriptors and Figures 4.1 and 4.5 from your Chapter 4 readings. The descriptors serve as standards to be achieved during a lesson or a unit. Figure 4.1 provides you with concrete examples of listening comprehension assessments. Figure 4.5 provide you with a list of speaking activities for ELLs.

Using these two figures, select one (1) listening comprehension and one (1) speaking assessment activity. Create a chart with four columns:

1. The activity
2. The WIDA Can-Do descriptor
3. The linguistic components or objectives addressed.
4. The academic components or objectives addressed.

Provide a written analysis of how each activity addresses the WIDA descriptors for your grade level and how each activity would address linguistic and academic objectives.

Using the WIDA Can-Do descriptors for your grade level

([https://wida.wisc.edu/resources?keys=&field\\_category%5B12%5D=12](https://wida.wisc.edu/resources?keys=&field_category%5B12%5D=12)), design a checklist to document listening comprehension OR speaking skills that is appropriate for your English-language learners given their level of language proficiency and their content area(s). Use the linked template to complete your checklist.

Identify the ways in which this data will inform your future work with this student in the classroom. Support your ideas with research. Your work should adhere to *CSU-Global Guide to Writing and APA Requirements* and cite at least 3 credible sources.

The readings throughout the assigned chapter provide multiple examples of how language and academic objectives are assessed.

This link also provides examples of rubrics which include academic and linguistic components:

<http://www.acpsk12.org/pl/wp-content/uploads/2014/10/Formative-Assessment-WIDA-Rubrics.pdf>

## Module 5

### Readings

- Chapters 4 & 6 in *Assessing English Language Learners*
- Lin, S. M. (2015). A study of ELL students' writing difficulties: A call for culturally, linguistically, and psychologically responsive teaching. *College Student Journal*, 49(2), 237-250.
- Reed, D. (2015). Middle level teachers' perceptions of interim reading assessments: An exploratory study of data-based decision making. *RMLE Online*, 38(6), 1-13.

### Discussion (25 points)

#### Critical Thinking: Designing an Assessment (75 points)

This assignment will draw on teaching and assessment skills. Based on what you have learned through this course, you will develop and teach a content lesson, then assess content knowledge and either reading comprehension or writing skills.

Draw on your work from prior Critical Thinking assignments to create an assessment instrument that addresses a particular learning standard for learners in your grade level and/or content area given a particular level of English language proficiency.

You will design the lesson and assessment for submission in Module 5. In Module 6, you will implement the lesson and assessment, analyze your results, and reflect on the experience to determine how you can address the needs identified by the assessment. Use the attached template to organize your ideas and document your experience.

Your work should adhere to *CSU-Global Guide to Writing and APA Requirements* and cite at least 3 credible sources. The CSU-Global Library is a good place to find these sources.

You may wish to consider the following questions as you design your lesson and assessment:

- What types of visual or graphic support, built into the lesson, assist students in accessing meaning?
- What would be a language objective (aimed at English language proficiency)? Identify which of your state's English language proficiency standards corresponds with this language objective.
- What would be a content objective (aimed at academic content)? Identify which of your state's content standards corresponds with this objective.

- How would you differentiate instruction and assessment for English-language learners at various levels of English language proficiency? You can use your state’s English language proficiency standards as a guide.

Use the WIDA standards.

Look over Chapter 6 to review important components like how to integrate content and language objectives.

- Figure 6.6 in the “Integrating Content and Language in Formative Processes” section.
- Figure 6.17 of section “Converting Rubrics to Match Common Instructional Products”, includes ideas about how to assess ELL students at different language proficiency levels.

Additionally, here is a very useful link provided from the Center of Applied Linguistics:

<http://www.cal.org/siop/lesson-plans/>

## **Module 6**

### **Readings**

- Chapter 3 in *Assessing English Language Learners*
- Cho, S., Yang, J., & Mandracchia, M. (2015). Effects of M 3 curriculum on mathematics and English proficiency achievement of mathematically promising English language learners. *Journal of Advanced Academics, 26*(2), 112-142.
- Moses, L., Busetti-Frevert, R., & Pritchard, R. (2015). Inquiry as ESL. *Reading Teacher, 68*(6), 435-447.
- Robertson, K. (2009). Math instruction for English language learners. Retrieved from <http://www.colorincolorado.org/article/30570/>

### **Discussion (25 points)**

#### **Critical Thinking: Approaching Content Instruction and Assessment for English-language Learners (75 points)**

This week’s assignment continues the work you began in Module 5. During this week, you will implement the lesson and assessment, analyze your results, and reflect on the experience to determine how you can address the needs identified by the assessment. Use the attached template to organize your ideas and document your experience.

Remember, draw on your work from prior Critical Thinking assignments to create and implement an assessment instrument that addresses a particular learning standard for learners in your grade level and/or content area given a particular level of English language proficiency.

Continue your work in the same template used for the Module 5 submission. Your work should adhere to *CSU-Global Guide to Writing and APA Requirements* and cite at least 3 credible sources. The CSU-Global Library is a good place to find these sources.

## **Module 7**

### **Readings**

- Chapter 7 in *Assessing English Language Learners*
- Early Jump on Oral Literacy Crucial for ELLs' Later Success. (2016, May 11). *Education Week, 35*(30).
- Reyes, R., III. (2016). In a world of disposable students: The humanizing elements of border pedagogy in teacher education. *High School Journal, 99*(4), 337-350.
- Review the State of Colorado English proficiency standards, or alternatively, your own state’s English proficiency standards for the grade(s) you teach.

### **Discussion (25 points)**

## Module 8

### Readings

- Chapter 8 in *Assessing English Language Learners*
- Banerjee, R., Alsalman, A., & Alqafari, S. (2016). Supporting sociodramatic play in preschools to promote language and literacy skills of English language learners. *Early Childhood Education Journal*, 44(4), 299-305.
- ESSA's Impact Unclear for English-Learners. (2017, January 04). *Education Week*, 36(16).

### Discussion (25 points)

#### Portfolio Project (350 points)

Design a holistic report card template that you can use to communicate information about your students' learning, based on the assessments you administer, with your students and their family members. Take into account the ideas presented in this week's readings as you create this template.

While it is recommended that you save a blank version of this template for your own personal use in the future, for the purposes of this portfolio, you will be submitting a version of this report card that includes information gained through one or more of the assessments you have administered during the Critical Thinking assignments in this course as a way to demonstrate how specific assessment data might be communicated. The report card template may either be copied into the attached template or may be saved in Google Docs—if you choose this option, you should include a link to the document in the appropriate location on the template to ensure that your instructor has access.

In addition to submitting this sample report card, reflect on the ways in which this report card will help you communicate assessment results to stakeholders, including students, their families, other educators, and school administrators. Identify ways in which this example report card can help you provide meaningful feedback on student progress and promote ongoing progress.

Your work should adhere to *CSU-Global Guide to Writing and APA Requirements* and cite at least 3 credible sources.

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## COURSE POLICIES

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Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

### Course Grading

20% Discussion Participation  
45% Critical Thinking Assignments  
35% Final Portfolio Project

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.