Syllabus

Course Overview

The goal of this course is to introduce to you different approaches to students' assessment and review these approaches in the context of professional growth and effective communication with colleagues, parents, and the community.

In the course readings and activities, we will address a number of questions that aim to show the various options you as teachers have when designing the instruction process:

- What is the best way to assess learners' achievements?
- What types of assessment exist?
- What goals can we achieve by applying each of the assessment approaches?
- What instruments are available for different types of assessment?
- How can teachers design their own assessment tasks, including tests and alternative assessments?

One of the main goals in this program is to prepare you for working with English language learners (ELL). To achieve this goal, in this course you will read about and discuss specific options and strategies for assessment that are directly connected with instruction, learning objectives, and the specifics of your students.

You should understand that assessment is directly related to the learning process. Further, it is essential that you view assessment as an integral part of any teaching and especially as a part of teaching ELLs. When working with language learners, the teacher has to be aware both of content and language acquisition progress, and needs to have effective tools to diagnose and measure learners' progress.

During the 10 weeks of this course, you will engage in various activities that aim to familiarize you with specific aspects of evaluation, assessment, testing, and grading—all forms of receiving and communicating information about learners' progress. In addition, you will be expected to start and moderate a discussion on a professional forum outside the course. The reflective journals assigned in the course will give you the opportunity to share your reflections on assessment-related topics with your instructor. The reading, quizzes, and interactive media will help you master key concepts related to different aspects of assessment. Finally, while working on the last essay assignment, you will bring together the key concepts and information addressed in the course in the context of your own teaching philosophy.

Your learning experience in this course is designed to be informative in a way that supports your future teaching practices. Today, the demands of the 21st century educational system require teachers to be advocates for their learners. ELLs are a group with diverse needs and a dynamic development of language and content knowledge, skills, and abilities. Without a good grasp of the principles of assessment and evaluation, teachers will not be able to attend to the needs of these students.

The mission of Capella University is to provide high quality education and support learners who want to maximize their learning, personal, and professional potential. Capella faculty are committed to your success and will support you in your efforts for academic and professional development. Again, welcome to Assessment and Improvement of Instruction for ELLs!

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Evaluate the effectiveness of individual instruction techniques and performance.

2   Develop strategies to improve individual instructional techniques and performance.

3   Demonstrate the dispositions expected of a professional educator and self-directed learner.

4   Design strategies for collaborating with other professionals and stakeholders for the purpose of improving the effectiveness of instruction.

5   Evaluate observations of informal language use, teacher-generated tests, and standardized and standards-based language-specific and content area examination results.

6   Apply principles of test design, administration, and interpretation to classroom testing.

Course Prerequisites

There are no prerequisites for this course.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Brown, H. D., & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practices* (3rd ed.). White Plains, NY: Longman. ISBN: 9780134860220.

Gottlieb, M. (2016). *Assessing English language learners: Bridges to educational equity* (2nd ed.). Thousand Oaks, CA: Corwin. ISBN: 9781483381060.

Herrera, S. G., Cabral, R. M., & Murry, K. G. (2013). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students* (2nd ed.). Boston, MA: Allyn & Bacon. ISBN: 9780132853354.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Dave's ESL Cafe. (n.d.). ESL Quiz Center. Retrieved from http://www.eslcafe.com/quiz/
- Educational Testing Service. (n.d.). Retrieved from http://www.ets.org/
- Educational Testing Service. (n.d.). TOEFL iBT test: Independent writing rubrics [PDF]. Retrieved from https://www.ets.org/s/toefl/pdf/toefl_writing_rubrics.pdf
- Educational Testing Service. (n.d.). TOEFL: Understanding your TOEFL iBT test scores. Retrieved from http://www.ets.org/toefl/ibt/scores/understand/
- ESOL Multimedia Project. (n.d.). The language of ELLs: Elementary school resources. Retrieved from http://esol.coedu.usf.edu/elementary/
- ESOL Multimedia Project. (n.d.). The language of ELLs: High school resources. Retrieved from http://esol.coedu.usf.edu/highschool/index.htm
- ESOL Multimedia Project. (n.d.). The language of ELLs: Middle school resources. Retrieved from http://esol.coedu.usf.edu/middleschool/
- Language Development Opportunities. (n.d.). Student oral language observation matrix (SOLOM) [PDF]. Retrieved from http://langdevopps.com/files/solom0410.pdf
- Minneapolis Foundation. (2010). *A new age of immigrants: Making immigration work for Minnesota* [PDF]. Retrieved from https://www.minneapolisfoundation.org/wp-content/uploads/2015/05/ANewAgeofImmigrants.pdf
- Minnesota Department of Education. (2011). *Minnesota department of education.* Retrieved from http://education.state.mn.us/mde/index.html
- Minnesota State Department of Education. (n.d.). Minnesota modified student oral language observation matrix (MN SOLOM) [PDF]. Retrieved from http://education.state.mn.us/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072043.pdf
- National Geographic. (2011). *Yellowstone: World's first national park* [Video]. Retrieved from https://www.youtube.com/watch?v=eV-RQHPQu2Y
- Steffen, B. (2010). *ESL authentic assessment pilot at La Follette high school: Semester 1 – Food* [Video]. Retrieved from http://www.youtube.com/watch?v=b6P11I8oqF4
- WIDA. (n.d.). Individual student report 20XX [PDF]. Retrieved from https://wida.wisc.edu/sites/default/files/resource/ACCESS-Sample-Individual-Score-Report-English.pdf

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Aardvark's English Forum. (n.d.). <u>Teachers message board.</u> Retrieved from http://www.englishforum.com/cgi-bin/00/messages/t/mess.pl?view_records=1&ID=*&uid=pub
- UsingEnglish.com. (n.d.). <u>Forum: Teaching English.</u> Retrieved from http://www.usingenglish.com/teachers/teacher-forum.php

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). <u>Family Educational Rights and Privacy Act (FERPA)</u> https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). <u>Summary of the HIPAA privacy rule</u> https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Unit 1 ≫ Cultural and Linguistic Diversity in the Classroom

Introduction

The improvement of classroom practices and fair assessment are key considerations in the contemporary K–12 classroom. Thus, it is of great importance to critically examine topics that would guide teachers to deliver high-quality education to all students, including those of diverse culture and linguistic backgrounds. The main goal of this course is to guide you through the process of building a better understanding of the effective teaching and assessment approaches that can help you meet the needs of English language learners (ELLs) as well as help you to acquire professional skills that would assure your ability to deliver instruction tailored to such students. In this context, Unit 1 addresses key topics such as immigration, culturally diverse communities, and general characteristics of culturally and linguistically diverse students.

In this unit, you will learn about the dynamics of the contemporary K–12 classrooms within the context of immigration processes and culturally diverse communities. You will also examine the major events in the history of immigration in the United States and in Minnesota in particular, along with the trends that shape contemporary multicultural educational settings. The unit reading *A New Age of Immigrants: Making Immigration Work for Minnesota* aims to address the cultural diversity of Minnesota, discussing important aspects inherent in the process of building a multicultural society. Further, the chapter from the *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students* textbook attends to the current trends of immigration in their connection with students' educational needs.

You will have the opportunity to read, discuss, and reflect on the skills and knowledge expected from the contemporary teacher who is accountable for the creation of a culturally and linguistically responsive classroom environment. As one of the key aspects of such an environment is classroom assessment, your readings will introduce you to guiding questions related to instructional practices, including different types of assessment, which is covered in subsequent units of this course. These guiding questions are related to issues that define and shape the education progress of students of diverse culture and linguistic background in general and to ELLs more specifically.

Learning Activities

u01s1 - Studies

Readings

Use your *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students* text to read the following:

- Chapter 1, "Classroom Assessment Amidst Cultural and Linguistic Diversity," pages 1–16.
  - In this chapter, the authors outline the basic considerations about cultural and linguistic diversity in contemporary classrooms. The topics addressed include immigration trends and dynamics, teachers' readiness, and the assessment of culturally diverse students.

Use the Internet to read the following:

- Minneapolis Foundation. (2010). *A new age of immigrants: Making immigration work for Minnesota* [PDF]. Retrieved from https://www.minneapolisfoundation.org/wp-content/uploads/2015/05/ANewAgeofImmigrants.pdf

◦ The document based on a study by the Wilder Foundation presents the dynamics of immigration to Minnesota. You can use this brochure as an example of the type of information that is important to understand for your individual state. You will use the information in this document in the discussions in this unit, along with the information you discover about your own state's immigration statistics.

Multimedia

Complete the following Capella multimedia presentations:

- U.S. Immigration History.
  ◦ This media piece provides an overview of immigration trends between 1999 and 2009, according to continent area of origin. People have been immigrating to the United States from other countries since the sixteenth century. Slowly at first, due to the dangers of oceanic travel, and more rapidly during the twentieth century, especially since the Immigration and Nationality Act Amendments of 1965, which abolished the system of national-origin quotas. As an ELL specialist or teacher, it is important that you understand the impact of immigration on the country as well as on your individual state and community.
- U.S. Immigration Historical Events.
  ◦ This media piece provides a more detailed look at the major events in U.S. immigration history.

Research on Community and State Immigration

Research the immigration trends in your individual community and state using the Internet or your local library. You may also find this information on a government website for your individual state, under "immigration." You will use this information in a discussion in this unit.

u01s1 - Learning Components

- Identify the effects of immigration in a specific community.
- Analyze the relationship between immigration and the experiences of English Language Learners.

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Education Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01s2 - Learning Components

- Identify common assessment goals of teachers of ELLs.

u01d1 - Influence of Immigration on the Contemporary K–12 Classroom

General Discussion Guidelines

Every week, you will participate in one or more online discussions, the purpose of which is to help build our learning community and promote effective communication among its members. Discussion supports further reflection on topics addressed in the readings, and provides opportunities to share your ideas with peers, give and receive feedback, and further expand the topics under discussion.

Your instructor may facilitate the discussion but will not respond to every post. For the discussion to develop effectively, you are expected to make your initial post by the end of the day on Wednesdays. By the end of the week, you are expected to provide at least one substantive response to your peers for each discussion question and reply to the comments made to your posts. A substantive comment post explores an idea, asks a clarifying question, or otherwise expands on and continues the discussion. Note that comments such as "Nice post!," "I agree," or "Thanks for the thought!" do not represent a substantive contribution to the discussion. In your posts, you should strive to explain your thought process.

Read the Discussion Participation Scoring Guide to learn how your instructor will evaluate your discussion participation throughout this course.

Discussion

The focus of this discussion is current immigration trends in the United States in general and in your state in particular. Base your posts on your readings for this unit, additional information sources, and on your personal experiences. Remember to use current APA style and format on your citations. Address the following questions in your post:

- What major trends in immigration in the recent past and today can you identify for your state?
- How do these trends influence the life of different communities in your state?
- How do they influence the dynamics of the contemporary classroom?

Response Guidelines

Respond to at least one of your peers, providing your insight and observations in response to their posts. In addition, consider comparing the trends they discussed with those you discussed and evaluate their significance in the classroom.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u01d1 - Learning Components

- Identify the effects of immigration in a specific community.
- Analyze the relationship between immigration and the experiences of English Language Learners.

u01d2 - Journal 1: Reflection on Teaching and Assessment of ELLs

To provide you with a space to organize and build your knowledge throughout this course and prepare you for your final assignment, "Assessment Teaching Philosophy," you will complete a series of four journal entries over the span of this course in this unit and Units 4, 7, and 8.

You will use your journal to reflect on your growing understanding of the specifics of teaching and assessing ELLs. You will also reflect on the skills and approaches necessary for successfully teaching these students. Your journal is your personal space to organize your thoughts and track your knowledge acquisition throughout this course. Your instructor may provide you with feedback, but you will not need to provide feedback to your peers for these entries.

For this entry, reflect on the following:

1. Explain why it is important for an educator who works with diverse populations to know about the history and dynamics of immigration in the United States.
2. Explain your view on the increasing student diversity in U.S. classrooms in general and in your state in particular.
3. Provide the characteristics of culturally and linguistically diverse communities and the students coming from such communities. Support your reflections with specific examples from your school, community, city, and (or) state.
4. Express your opinion on why classroom teachers should consider cultural and linguistic diversity in their classrooms.
5. Specify which groups of culturally and linguistically diverse students are more likely to be identified as limited English proficiency students.
6. Express your current opinion on the implications for classroom assessment practices on culturally and linguistically diverse students.
7. Reflect on aspects of professional development that you need to address in your studies in order to better meet the needs of culturally and linguistically diverse students.

You journal entry should be about 400–600 words.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Analyze the relationship between a testing philosophy and the needs of ELLs.
- Identify ways to engage with teachers of English to speakers of other languages.
- Evaluate strategies for continuous learning for teachers of ELLs.

u01s3 - Assignment Preparation

Your first assignment is due in Unit 3. For this assignment, you will need to review three documents that describe large-scale language proficiency tests. Read the assignment now and begin reviewing the following three documents:

- Minnesota State Department of Education. (n.d.). Minnesota modified student oral language observation matrix (MN SOLOM) [PDF]. Retrieved from http://education.state.mn.us/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072043.pdf
- WIDA. (n.d.). Individual student report 20XX [PDF]. Retrieved from https://wida.wisc.edu/sites/default/files/resource/ACCESS-Sample-Individual-Score-Report-English.pdf
- Language Development Opportunities. (n.d.). Student oral language observation matrix (SOLOM) [PDF]. Retrieved from http://langdevopps.com/files/solom0410.pdf

Unit 2 ≫ Assessment: The Bridge to Education Equity and Academic Success

Introduction

This unit aims to lay the groundwork for our further discussion of the assessment of English language learners. Assessment has been considered one of the most complex issues in the education of ELLs. The deep understanding of the needs of these learners, as well as knowledge about existing instruments and practices, are key factors that help assure fairness and equity in the process of educating ELLs.

The first step for understanding assessment of ELLs is to outline the criteria and the processes used for the identification of ELLs. You will examine procedures for identifying ELLs once they enter the school system and get acquainted with the instruments that can help you to make this process accurate, informative, and smooth. In the context of the identification of ELLs, you will examine the purposes of assessment of a student population as well as how adequate assessment may lead to providing educational equity.

Also in this unit, you learn about the key concepts related to assessment of ELLs, different types of assessments, their characteristics, and how these types of assessments support our understanding of students' language and academic growth. You will discover the place and role of large-scale and classroom assessment, the specific measures used, and how these two major types of assessment are applied in the educational process.

Further, in the context of the assessment framework of ELLs, you will learn about language proficiency and differentiate it from academic achievement. This differentiation will help you better understand assessment strategies and principles and their connections with the overall learning process and standards-based approach to assessment. This differentiation will also help create a learning environment that supports the process of bridging language proficiency to academic achievement.

Learning Activities

u02s1 - Studies

Readings

Use your *Assessing English Language Learners* text to read the following:

- Chapter 1, "Assessment of English Language Learners," pages 13–37.
  - This chapter "begins laying the groundwork for assessment equity by describing the ever-increasing school-age population of linguistically and culturally diverse students. Of equal importance are the school contexts in which students interact. To that end, we identify the many educators who influence language learners and point to the necessity for linguistically and culturally responsive schools." (Gottlieb, p. 2).
- Chapter 2, "Assessment of Academic Language Through Standards," pages 39–60.
  - This chapter "explores academic language use in standards-driven systems for language learners as the anchor for assessment. While each set of standards is treated independently, together they serve complementary purposes and uses. We begin our journey into the world of standards with grade-level content expectations, their affiliated assessments, and the demands on ELLs." (Gottlieb, p. 40).

Research on State Academic Content Standards

Use the Internet to research the academic content standards for your individual state. You will apply this information to a discussion in this unit in order to make connections between instructional assessment strategies and language proficiency, and academic content standards.

u02s1 - Learning Components

- Identify best practices for the design of performance assessments for ELLs.
- Identify common forms of assessment used with ELLs.

u02d1 - The Role of Assessment in Assuring Equal Access to Education

As a current or future teacher of ELLs, you are one of the main advocates for the rights of English language learners. To support ELLs and assure their equal rights to education in the U.S. K–12 system, you need to understand how appropriate identification and assessment of ELLs can ensure proper placement and instruction in the system. Use APA cited references if appropriate.

In your initial post, address at least **three** of the following concepts and their relationship to assessment, equity, and ELLs:

- Language proficiency.
- Academic proficiency.
- Academic achievement.
- Types of assessment.
- Purpose of assessment.
- Assessment measures.

Response Guidelines

Respond to at least one of your peers, providing your insight and observations in response to their posts. In addition, consider extending the conversation by describing and discussing additional strategies for advocating for the rights of ELLs.

Course Resources

APA Style and Format

u02d1 - Learning Components

- Identify best practices for evaluating an ELL's listening and speaking skills.
- Analyze best practices for test selection.
- Analyze the purposes for specific language proficiency tests.

u02d2 - Evaluating Language Proficiency

This discussion is graded separately from the other discussions in this course. Review the Evaluating Language Proficiency Scoring Guide to see how you will be graded on this discussion.

The goal of this discussion is to provide you with the opportunity to practice language proficiency evaluation of ELLs and to set up a general plan for their instruction. While many precise tests have been developed and various tests are used in different states, you will complete this discussion using a general evaluation of proficiency based on informal observations.

Initial Post

1. Choose the education level you want to explore: elementary, middle, or high school.
2. Review the ELL case studies, linked in the Resources, presented for the corresponding level. (Choose **Language Samples in Action** and review all six sections/bullets for your education level.)
   ◦ The Language of ELLs: Elementary School Resources.
   ◦ The Language of ELLs: Middle school Resources.
   ◦ The Language of ELLs: High School Resources.

3. Choose one student case study and address the following:
   ◦ Identify the proficiency level of the student using Resource 2.2, on page 57 in your *Assessing English Language Learners* text. Be sure to explain your level identification in a way that would be clear to a nonprofessional. Consider the perspective of the family and other team members (teachers, ESOL specialists and nonspecialists, paraprofessionals, and school administrators).
   ◦ Explain the following:
     ▪ What instructional assessment strategies you would apply for this student (review figure 2.8, on page 53 in your *Assessing English Language Learners* text)?
     ▪ How would your proposed instructional assessment strategies support the student's academic and language development?
     ▪ How do your proposed instructional assessment strategies relate to the language proficiency and academic content standards? (Refer to Chapter 2 in your *Assessing English Language Learners* text and your individual state academic language and content standards.)

Your initial post should be a minimum of 300 words.

Response Guidelines

Reply to at least one of your peers, providing your feedback regarding their proficiency level identification and their proposed instructional assessment strategies.

Course Resources

ESOL Multimedia Project. (n.d.). The language of ELLs: Elementary school resources. Retrieved from http://esol.coedu.usf.edu/elementary/

ESOL Multimedia Project. (n.d.). The language of ELLs: Middle school resources. Retrieved from http://esol.coedu.usf.edu/middleschool/

ESOL Multimedia Project. (n.d.). The language of ELLs: High school resources. Retrieved from http://esol.coedu.usf.edu/highschool/index.htm

u02q1 - Quiz – Units 1 and 2

You will be asked to complete five reading quizzes in this course. Each one will cover two units of readings and test you on your reading comprehension of the concepts presented in the reading materials for each unit. This quiz checks for your understanding of Chapters 1 and 2 of your *Assessing English Language Learners* text.

In Units 1 and 2, you were introduced to the concepts of identifying and assessing ELLs, the relationship of assessment to learning, and the effects of cultural and linguistic diversity in the classroom. This multiple-choice quiz will gauge your understanding of those concepts. The quiz provides an opportunity for you to demonstrate your mastery of the following course competencies:

- Evaluate the effectiveness of individual instruction techniques and performance.
- Demonstrate the dispositions expected of a professional educator and self-directed learner.
- Evaluate observations of informal language use, teacher-generated tests, and standardized and standards-based language-specific and content area examination results.

Read the following instructions and parameters before taking the quiz:

- There is no time limit on the quiz.
- Access, take, and submit the quiz in this unit. The quiz will be open to take at the beginning of Unit 1.
- Once you have answered each question, submit your quiz to receive credit. It is automatically scored, and you will receive feedback immediately.
- You may access the quiz to view the questions; and you can retake the quiz one time to change your grade. If you retake the quiz, your best score will be recorded. Once the grade is recorded the second time, it cannot be changed.
- You will only be able to take the quiz twice. Do not access it until you are ready to complete it.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 3 ❯❯ Assessing Language, Literacy, and Academic Development

Introduction

Large-scale and classroom-based assessments offer teachers valuable opportunities to track the progress of their learners and make informed decisions about further instruction. In this unit, you are introduced to the specifics of both large-scale assessment and classroom-based assessment. You also get acquainted with the rationale that supports the application of different types of assessment and examine in more detail assessment approaches related to content-based instruction and classroom assessment.

The readings introduce you to specific strategies that aim to support the learning process of ELLs in English as a Second Language and content classrooms and as well as to assessment instruments that can be used to evaluate students' progress and guide students in their learning.

The large-scale test analysis assignment that you complete in this unit provides the opportunity to examine, reflect on, and analyze the large-scale proficiency tests currently used in Minnesota school systems, as an example case for one state. While different assessment approaches are presented in your readings for this unit, emphasis is made on content-based instruction and classroom authentic assessment. You have the opportunity to read about different authentic assessment strategies, including teacher-, self-, and peer-assessment techniques, and reflect on their importance in the learning process. In your discussions, you support each other in defining the role of authentic assessment in the learning process of ELLs, analyzing the important aspects of authentic assessment, and brainstorming how different authentic assessment strategies can be used in specific examples of content-area projects.

Learning Activities

u03s1 - Studies

Readings

Use your *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students* text to complete the following:

- Chapter 2, "Authentic Assessment," pages 18–49.
  - In this chapter, the authors discuss the rationale for the use of authentic assessment and present different types of authentic assessment.

Use your *Assessing English Language Learners* text to read the following:

- Chapter 3, "Assessment of the Language of the Content Areas," pages 62–91.

- The chapter outlines key points of assessment of ELLs from the perspective of large-scale and classroom assessment approaches.
  - Chapter 4, "Assessment of Oral Language and Literacy Development," pages 93–123.
    - This chapter addresses the specifics of content-based classroom assessment of ELLs and proposes some strategies for supporting the learning process of ELLs in the process of establishing academic language proficiency and in the context of content-based instruction.

Authentic Assessment Video

Teachers at La Follette High School in Madison, Wisconsin, used authentic assessments on the topic of food with ESL students across multiple content area classrooms to address both language proficiency and academic content. For an overview of their projects, watch the following video. You will use this video to help you complete a discussion in this unit.

- Steffen, B. (2010). _ESL authentic assessment pilot at La Follette high school: Semester 1 – Food_ [Video]. Retrieved from http://www.youtube.com/watch?v=b6P11l8oqF4

u03s1 - Learning Components

- Analyze the relationship between a testing philosophy and the needs of ELLs.

u03a1 - Large-Scale Proficiency Test Analyses

The goal of this assignment is to present a large-scale language proficiency test as an example case of this type of test and to give you an opportunity to reflect on and analyze the features of these tests in relation to ELL needs. You will review one test matrix, Minnesota Modified Student Oral Language Test (MN SOLOM), and one sample report from a large scale assessment, WIDA Access for ELLs 2.0.

Complete the following steps to fulfill this assignment:

1. Review both items, linked in the Resources.
   - Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM).
   - WIDA Individual Student Report 20XX.

2. Review the Student Oral Language Observation Matrix (SOLOM) document (also linked in the Resources) that provides other useful information about SOLOMs from a non-Minnesota source.
3. Write a short paper analyzing the test and sample report in relation to the following categories:
   - Philosophy or Underlying Premise.
   - Psychometric Properties.
   - Test Content and Format.
   - Administration, Scoring, and Reporting.

4. Discuss how each item addresses the needs of ELLs and their particular level of language proficiency, in relation to the identified categories.
5. Propose improvements to the test and sample report to better meet the needs of ELLs, based on your analyses.

Be sure to use APA to format your references and citations for your analyses. Review the Large-Scale Proficiency Test Analyses scoring guide to see how you will be graded on this assignment. You may also use the Minnesota Department of Education website to help you with this assignment.

Submit your Large-Scale Proficiency Test Analyses paper in the assignment area.

Portfolio Prompt: You are required to save this assignment to your ePortfolio.

Course Resources

MN SOLOM [PDF]

Individual Student Report 20XX [PDF]

Minnesota Department of Education

APA Style and Format

ePortfolio

Online ePortfolio Guidelines [PDF]

u03d1 - Key Aspects of Authentic Assessment

In this discussion, you will share your understanding of the advantages and disadvantages of different types of authentic assessment for content-based instruction of ELLs.

Address the following in your initial post:

1. Explain the advantages of authentic assessment in content-based instruction of ELLs.
2. Explain the aspects of authentic assessment that classroom teachers should bear in mind as they create and apply authentic assessment in their classrooms. Why are these factors important to be considered?

Support your explanations with specific examples of at least three of the specific types of authentic assessment discussed in your readings and explain how they support content and language learning.

Response Guidelines

Respond to at least one of your peers, providing your insight and observations in response to their posts. In addition, consider extending the conversation by discussing the potential challenges within the authentic assessments discussed and approaches for addressing those challenges.

Course Resources

Graduate Discussion Participation Scoring Guide

u03d1 - Learning Components

- Identify best practices for constructing test items related to academic communication.
- Analyze how assessment can support the learning process of ELLs.
- Identify common test specifications.

u03d2 - Applying Authentic Assessment

In the studies for this unit, you watched a video presenting the interdisciplinary ESL authentic assessment project conducted by the teachers of La Follette High School. In your post, do the following:

- Provide specific suggestions to at least two of the teachers on how they can apply specific authentic assessments strategies and support ELLs' learning in the process of project tasks completion. Suggest at least one strategy to each teacher and provide at least one instrument (such as a checklist, rubric, peer assessment guidelines, or other).
- In 1–2 paragraphs, explain how the authentic assessment strategies you proposed would support learning and assessment of ELLs.

Response Guidelines

Respond to at least one of your peers. In your response, you should:

- Provide your insights about the proposed activities and assessment.
- Provide suggestions for additional or different assessment strategies that could be used.
- Justify how the strategies you suggest could be useful for the language proficiency and academic content standards and learning goals.

Course Resources

Graduate Discussion Participation Scoring Guide

Steffen, B. (2010). *ESL authentic assessment pilot at La Follette high school: Semester 1 – Food* [Video]. Retrieved from http://www.youtube.com/watch?v=b6P11l8oqF4

u03d2 - Learning Components

- Analyze best practices for test selection.
- Analyze how assessment can support the learning process of ELLs.

Unit 4 ›› Main Principles of Language Assessment

Introduction

As you learned so far in this course, assessment plays an important role in the learning process. In this unit, you will explore three important concepts related to the evaluation of the learning process and outcomes—teaching, assessment, and testing— and the relationships between these concepts. Further, you will learn in more detail the specifics of different types of assessment: formal and informal, formative and summative, and norm-referenced and criterion-referenced tests. You will examine the traditional approach to assessment through a comparison between tests and performance-based assessment.

While the previous unit concentrated on the key aspects of content-based instruction and classroom authentic assessment, this unit focuses on language testing. You will learn about its history, examine different types of tests, and view how current trends in education affect our understanding of effective assessment. An important part of this unit is the review of the key principles of language assessment that need to be considered when formal tests are designed or existing tests are evaluated. These key principles include practicality, reliability, validity, and authenticity. In addition, the reading assignments for this unit address how these principles could be applied to different types of assessments, including authentic assessment.

While working on this unit, you have the opportunity to discuss topics related to assessment activities in the context of Gardner's view on intelligence, evaluate specific testing scenarios, and reflect on good summative and formative, and formal and informal assessment practices. You will also research specific websites to gain a better understanding of computer-based testing and will discuss the advantages and disadvantages of this type of testing using the outcomes of your research.

Learning Activities

u04s1 - Studies

Readings

Use your *Language Assessment* text to read the following:

- Chapter 1, "Assessment Concepts and Issues," pages 1–25.
  - This chapter presents the basics of assessments and testing.

- Chapter 2, "Principles of Language Assessment," pages 27–56.
  - This chapter outlines the key principles of language assessment that need to be considered by teachers and administration when assessment is planned for language learners. Those key principles include aspects such as practicality, reliability, validity, and authenticity.

Multimedia

Complete the following Capella multimedia presentations:

- Main Principles of Language Testing Flashcards.
  - The terms that you need to know and understand within language assessment are all very similar and interrelated. Review relevant terms and test yourself on your understanding of these terms with these flashcards.

- Gardner's Multiple Intelligences.
  - Howard Gardner developed the theory of multiple intelligences to account for the different types of intelligences found in humans that fall outside of the logical-mathematical and linguistic intelligences typically assessed on standard IQ tests. The aspects of human comprehension are especially important to consider when developing authentic instruction and assessment. You will use Gardner's theory in a discussion in this unit.

Research on Computer-Based Testing

Use the Internet and the Capella University Library to research computer-based testing, including the advantages and disadvantages. You will use your findings in a discussion question in this unit.

- Identify best practices for constructing test items related to academic communication.
- Evaluate the use of reading and writing tasks to support the assessment and instruction of English Language Learners.
- Describe the test specifications for a specific language proficiency test.

u04d1 - Fostering Different Types of Intelligences

The theory of multiple intelligences is important to consider when designing instruction and assessment, especially when you consider the importance of authentic assessment. Review the Gardner's Multiple Intelligences media piece, linked in the Resources. You may also conduct your own research to understand in more detail Gardner's theory of multiple intelligences.

For this discussion, choose one type of intelligence and brainstorm some teaching activities that foster that type of intelligence. Then brainstorm at least two assessment tasks that may presuppose the same intelligence in order to perform well.

Response Guidelines

Respond to at least one of your peers, providing your feedback on the suitability of the activities and assessments proposed; give ideas and suggestions for modifying or extending further the proposed instruction and assessment and justify your ideas with support from your readings or research. Remember to include APA citations and references, when applicable.

Course Resources

Graduate Discussion Participation Scoring Guide

Gardner's Multiple Intelligences | Transcript

APA Style and Format

u04d1 - Learning Components

- Analyze best practices for test selection.
- Identify best practices for developing test item objectives.
- Identify common test specifications.

u04d2 - The Pros and Cons of Computer-Based Tests

For this discussion, review the following websites, linked in the Resources, on computer-based tests for examples and further information:

- Educational Testing Service.
    ◦ This website includes information on different standardized tests like TOEFL and TOEIC.
- ESL Quiz Center.
    ◦ This website contains numerous computerized quizzes for ESL students.

Choose one of the tests provided on the websites, and provide an overview to your peers on the target group, goals of the test, and specifics of the test. Then, provide your reflections on the positive and negative sides of computer-based testing based on this particular test.

Response Guidelines

Respond to at least one of your peers, sharing your insights, concerns, experiences, or questions.

Course Resources

Graduate Discussion Participation Scoring Guide

Educational Testing Service

u04d2 - Learning Components

- Analyze best practices for test selection.
- Analyze the purpose and application of test item objectives.
- Identify best practices for creating receptive test items.

u04d3 - Journal 2: A Good Teacher Never Ceases to Assess

Brown and Abeywickrama (2018) state, "A good teacher never ceases to assess students, whether those assessments are incidental or intended." (p. 3). For your journal entry in this unit, address the following questions:

1. Do you agree with the above statement? Explain why you agree or disagree.
2. Support your explanation with examples of different types of assessment (including summative and formative, formal and informal assessment) and explain their role in different educational contexts.

You will continue to build your personal journal in subsequent units, and you will use your reflections to complete your essay assignment in Unit 10, Assessment Teaching Philosophy.

Reference

Brown, H. D., & Abeywickrama, P. (2018). *Language assessment: Principles and classroom practices* (3rd ed.). White Plains, NY: Longman.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d3 - Learning Components

- Evaluate the use of reading and writing tasks to support the assessment and instruction of English Language Learners.
- Analyze how assessment can support the learning process of ELLs.
- Identify common assessment goals of teachers of ELLs.

u04q1 - Quiz – Units 3 and 4

You will be asked to complete five reading quizzes in this course. Each one will cover two units of readings and test you on your reading comprehension of the concepts presented in the reading materials for each unit. This quiz checks for your understanding of:

- *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*, Chapter 2.
- *Assessing English Language Learners*, Chapters 3 and 4.
- *Language Assessment*, Chapters 1 and 2.

In Units 3 and 4, you explored the different types of assessments and the main principles of language testing. This multiple-choice quiz will gauge your understanding of those concepts. The quiz provides an opportunity for you to demonstrate your mastery of the following course competencies:

- Evaluate the effectiveness of individual instruction techniques and performance.
- Apply principles of test design, administration, and interpretation to classroom testing.

Read the following instructions and parameters before taking the quiz:

- There is no time limit on the quiz.
- Access, take, and submit the quiz in this unit. The quiz will be open to take at the beginning of Unit 3.
- Once you have answered each question, submit your quiz to receive credit. It is automatically scored, and you will receive feedback immediately.
- You may access the quiz to view the questions, and you can retake the quiz one time to change your grade. If you retake the quiz, your best score will be recorded. Once the grade is recorded the second time, it cannot be changed.
- You will only be able to take the quiz twice. Do not access it until you are ready to complete it.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 5 ❯❯ Classroom Assessment: Main Principles and Documentation of Results

Introduction

A systematic and well-organized assessment process is implemented at various stages of instruction, depending on the teachers' goals, the needs of students, and the design of the curriculum. The language development and content standards are the key factors of a well-organized and effective instructional process; they guide the instruction as well as the assessment. A well-designed standards-driven curriculum calls for planned instruction that would include both formative and summative assessment. To assure a smooth and effective learning process, teachers need to assess students' performance comprehensively in the context of the learning process itself. This unit engages you in the study of and discussion about standards-based classroom assessment.

This type of assessment aims to reflect the on-going process of learning in the context of classroom instruction; it includes the careful analysis of students' performance on tasks, projects, and learning activities. Therefore, this type of assessment is exclusively performance-based. In other words, the students' participation in ongoing discussions, application of learning strategies and language skills, as well as their demonstration of competency mastery in the process of completing specific tasks is observed, documented, and assessed. Thus, this type of assessment requires criteria that are planned ahead, articulated and well-justified according to content and language standards. Classroom assessment takes an important place in the array of assessment strategies and augments other forms of assessment such as summative large-scale assessment.

Being an integral part of classroom activities, the successful implementation of performance-based assessment requires careful planning and well-designed instruments that allow effective and accurate documentation of learners' performance. In this unit, you explore the criteria necessary to consider when choosing or designing appropriate assessment instruments in the process of developing effective classroom assessment practices.

Learning Activities

u05s1 - Studies

Readings

Use your *Assessing English Language Learners* text to read the following:

- Chapter 5, "Assessment as Learning," pages 135–156.
  - This chapter presents the specifics of classroom assessment. The author discusses the design considerations for different forms of classroom assessment, including types of classroom assessment, language proficiency considerations, delivery, and result interpretations.
- Chapter 6, "Assessment for Learning," pages 158–192.
  - Performance assessment is discussed in the context of its direct connection with the learning process. The author addresses the role of various instruments for measuring performance of ELLs and presents specific design considerations.

u05s1 - Learning Components

- Identify best practices for constructing test items related to academic communication.
- Evaluate the use of reading and writing tasks to support the assessment and instruction of English Language Learners.
- Analyze the purposes for specific language proficiency tests.

u05d1 - Classroom Instructional Assessment Project

For this discussion, design a classroom assessment project and an accompanying assessment rubric using "An Expanded Self-Assessment Checklist for a Project, Grade 4," provided in Figure 5.7 on page 151 of your *Assessing English Language Learners* text, as a template. Provide an accompanying narrative with your assessment project that provides details about the context for the project and how it will be implemented. Include your choice of the most appropriate type of assessment:

1. Checklist.
2. Rating scale.
3. Analytic scale.
4. Holistic scale.

Submit your assessment project, rubric, and accompanying narrative for your initial post.

Response Guidelines

Review your peers' projects and provide feedback to at least one. Provide constructive feedback, additional ideas, and suggestions for modifying or further extending the proposed project. Justify your ideas and suggestions with support from your readings or research. Remember to include APA citations and references when applicable.

Course Resources
Graduate Discussion Participation Scoring Guide
APA Style and Format

u05d1 - Learning Components

- Analyze how assessment can support the learning process of ELLs.
- Identify common assessment goals of teachers of ELLs.

u05d2 - Guiding Principles for Sound Classroom Assessment Practices

In this discussion, share your opinion about the role of classroom assessment in the learning and evaluation process of ELLs. Include the following in your initial post:

- Considerations necessary for successful classroom assessment related to reliability, consistency, planning, implementing, and scoring of students' performance.
- Pros and cons of classroom assessment.
- How classroom assessment is different from large-scale assessment and how it augments the overall learning and assessment process.

Response Guidelines

Respond to at least one of your peers' posts, comparing your perspective on classroom assessment with that of your peers. In addition, consider the implications for overall learning and evaluation when the considerations necessary for effective classroom assessment are not addressed appropriately. Justify your perspective with examples from your professional life, course readings, or your research.

Course Resources
Graduate Discussion Participation Scoring Guide

u05d2 - Learning Components

- Evaluate the use of reading and writing tasks to support the assessment and instruction of English Language Learners.
- Analyze how assessment can support the learning process of ELLs.
- Analyze the purposes for specific language proficiency tests.

u05s2 - Assignment Preparation

Your next assignment is due in the following unit. For this assignment, you must develop an end-of-unit test, and in addition to the test, write an explanation of your thinking behind it. Start work now developing your testing strategy and the characteristics you will want this test to have. Then begin writing test items. Be sure you are ready to submit your assignment on time in the next unit.

Unit 6 ›› Small-Scale and Standardized Testing

Introduction

After getting acquainted with various classroom performance-based assessment practices in the previous unit, it is important to address a different approach to assessment: tests. This unit introduces the main considerations related to test design. In addition to the comprehensive discussion of the main test types for language learners, Brown and Abeywickrama, the authors of your main text for this unit, discuss the steps in the process of small-scale test design and make clear connections between those steps and the steps undertaken in the process of standardized test design. The readings and the activities in this unit aim to familiarize you with multiple aspects of tests: purposes, validity and reliability, practicality, ethics, and bias, to name just a few.

While working on this unit, you will study and apply the guiding principles a teacher should have in mind when starting the process of test design. The readings reveal the reasoning behind the process of determining the main purpose of a test. You will learn how to state objectives, design test specifications, and evaluate the design of test tasks. Finally, the discussion on grading and providing appropriate feedback concludes the presentation of small-scale test design.

Although not all teachers are involved in large-scale test design during their career, it is instrumental for you to see how the principles of small-scale test design are applied in large-scale standardized testing. Such knowledge sheds light on the purpose of these tests, their specifics, and how they relate to the content and language learning objectives of a curriculum. The process of standardized test construction, administration, and result interpretation is presented in this unit, using as an example several standardized language tests. In addition, the principles of standards-based assessment are presented in the context of testing, making clear the mechanism for establishing connections between standardized assessment and the goals and objectives of educational programs.

Learning Activities

u06s1 - Studies

Readings

Use your *Language Assessment* text to complete the following:

- Chapter 3, "Designing Classroom Language Tests," pages 57–89.
  - This chapter presents the main types of language tests, their goals and specifics, and the main considerations that should guide the design of small-scale classroom tests.
- Chapter 4, "Standards-Based Assessment," pages 90–109.
  - The chapter draws a connection between educational standards (criteria and objectives) and standardized tests.
- Chapter 5, "Standardized Testing," pages 110–127.
  - This chapter reveals how standardized tests can be economical and reliable methods of assessment. The process of creating and validating large-scale standardized tests is described and illustrated using examples of several current standardized tests.

u06s1 - Learning Components

- Identify best practices for constructing test items related to academic communication.
- Analyze best practices for test selection.
- Identify best practices for developing test item objectives.

u06s2 - Assignment Preparation

This study is the first step to prepare for your assignment that will be due in Unit 9: Professional Forum Participation and Reflection.

Begin to prepare by researching professional TESOL forums. Once you identify a forum that appeals to you, compose a post addressing a key issue (or issues) related to assessment of ELLs. The goal of this post is to initiate a professional discussion outside of this course. During a three-week period (between Unit 6 and Unit 9), you will be facilitating a discussion on your topic. In Unit 9, you will write and submit a reflective paper about the discussion you initiated and your experiences being a facilitator of that discussion.

To inform your instructor that you have completed this study, send your instructor an e-mail containing the following information:

1. The name and the URL address of the forum.
2. The text of your first post.

You may choose from the following professional forums (linked in the Resources) or choose one on your own:

- Forum: Teaching English.
- English Forum: Teacher Message Board.

u06s2 - Learning Components

- Identify ways to engage with teachers of English to speakers of other languages.
- Identify the relevance of a topic to the assessment of English Language Learners.

u06a1 - Unit Test Design

Imagine that you just finished a unit on Yellowstone National Park with your middle school ELL intermediate class. The curriculum for your class emphasizes academic communication (all four language domains are addressed: reading, writing, listening, and speaking, with an emphasis on listening and speaking). You want to use a short video from *National Geographic* as part of your unit test, *Yellowstone: World's First National Park* (linked in the Resources). To complete this unit, you want to make sure that students acquired vocabulary, specific grammar structures, and content presented in the learning unit on Yellowstone Park.

For this assignment, design an end-of-unit test with the following requirements:

1. Design at least 12 test items, worded as simply and directly as possible:
     - At least 6 items should be based on the *National Geographic* video.
     - At least 8 items should be receptive items (multiple choice, yes-no, or checklist).
2. State the specific language or content objective next to each item; be clear about which of the four language domains are tested.

In addition to the test, write a short 300–400 word explanation including the following:

1. The purpose of the test.
2. How the test helps to assure the language and content objectives of the unit have been attained (specify the overall objectives of the test).
3. The test specifications (test type, skills tested, item types and task, and how test will be administered).
4. A rationale for your test selection and arrangement of test tasks.
5. Washback considerations.

Review the Unit Test Design scoring guide for the grading criteria of this assignment.

Submit your Unit Test Design document in the assignment area.

Portfolio Prompt: You are required to save this assignment to your ePortfolio.

u06d1 - The Pros and Cons of Standardized Testing

Take one side in the debate about standardized testing for ELLs: for it or against it. Provide a well-supported rationale to support your perspective. Use the course readings as well as additional research to support your position. Remember to include proper APA citations and references in your argument.

Response Guidelines

Respond to at least one of your peers' posts. Try to respond to a peer who expresses an opinion opposite to your own. Be specific when supporting or challenging your peers' opinions; use facts obtained from the course readings, by additional research, and through personal and professional observations. Use APA format for citations and references.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u06d1 - Learning Components

- Analyze the purposes for specific language proficiency tests.
- Identify best practices for the design of performance assessments for ELLs.

u06q1 - Quiz – Units 5 and 6

You will be asked to complete five reading quizzes in this course. Each one will cover two units of readings and test you on your reading comprehension of the concepts presented in the reading materials for each unit. This quiz checks for your understanding of:

- *Assessing English Language Learners*, Chapters 5 and 6.
- *Language Assessment*, Chapters 3, 4, and 5.

In Units 5 and 6, you explored the guiding principles for ongoing assessment strategies and instruments for documenting classroom assessment outcomes; best practices for designing classroom language tests; the role of standards-based assessment; and the process for designing and adapting standardized tests. This multiple-choice quiz will gauge your understanding of those concepts. The quiz provides an opportunity for you to demonstrate your mastery of the following course competencies:

- Evaluate the effectiveness of individual instruction techniques and performance.
- Apply principles of test design, administration, and interpretation to classroom testing.

Read the following instructions and parameters before taking the quiz:

- There is no time limit on the quiz.
- Access, take, and submit the quiz in this unit. The quiz will be open to take at the beginning of Unit 5.
- Once you have answered each question, submit your quiz to receive credit. It is automatically scored, and you will receive feedback immediately.
- You may access the quiz to view the questions, and you can retake the quiz one time to change your grade. If you retake the quiz, your best score will be recorded. Once the grade is recorded the second time, it cannot be changed.
- You will only be able to take the quiz twice. Do not access it until you are ready to complete it.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 7 ›› Assessing Listening and Speaking

Introduction

The focus of this unit is on the principles and considerations that guide the design of classroom tests. While it is important to consider the integration of skills in the learning and assessment process, it is also important to address language skills separately in order to outline the principles of test design, and to identify test item types and assessment tasks that allow focused and objective assessment of skill-related competences.

Listening/comprehension and speaking are two language domains that are often tested together because listening is perceived to be an integral component of speaking. Indeed, when approached in the context of communicative competence, these two skills are closely interrelated. However, in many cases we may need to specifically assess one skill or the other in order to identify the outcomes of instruction and plan specific learning activities.

As in all tests, when assessing listening and speaking, it is important to design tasks with specific objectives that specify the criteria used for assessment. These criteria are guided by the clear differentiation of the different types of listening and speaking. The two chapters assigned for this unit present types of listening and speaking, and outline the specific characteristics of each type. Further, each type of listening or speaking is discussed in detail, and specific assessment tasks are used in order to illustrate the design principles and considerations for each of the types.

The design of assessment tasks that clearly focus on listening or speaking is difficult because the two skills are closely interrelated. However, there are strategies that allow for making informed inferences about listening abilities and provide opportunities for elicitation of oral production that does not directly involve the interaction of listening and comprehension. In this unit you will explore these strategies and practice creating test items while considering specific objectives and learners' needs.

Learning Activities

u07s1 - Studies

Readings

Use your *Language Assessment* text to read the following:

- Chapter 6, "Assessing Listening," pages 128–155.
    - The authors provide essential guidelines for designing classroom tests of listening skills. These guidelines are supported with specific classifications and examples of test items.
- Chapter 7, "Assessing Speaking," pages 156–194.
    - The authors provide essential guidelines for designing classroom tests of speaking skills. These guidelines are supported with specific classifications and examples of test items.

Multimedia

Complete the following Capella multimedia presentation:

- Assessing ELL Speaking.
    - In this media piece, you have the opportunity to review the Minnesota Student Oral Language Observation Matrix (MN SOLOM) questions and scoring rubric and watch a student interview using the SOLOM. You will use your observations and scoring of the interview in an assignment in this unit.

u07s1 - Learning Components

- Identify best practices for evaluating an ELL's listening and speaking skills.
- Analyze listening tasks for assessing an ELL's listening proficiency.
- Analyze speaking tasks for evaluating an ELL's speaking proficiency.

u07s2 - Assignment Preparation

In Unit 6, you identified a professional TESOL forum and posted an initial discussion on a key issue related to the assessment of ELLs. You will use your experiences working with this task to complete your assignment in Unit 9, Professional Forum Participation and Reflection.

For this study, monitor your discussion and respond to any posts you may have, contributing your professional perspective, supporting your perspective with evidence, if applicable, and soliciting further information from your professional peers. If you have not received responses to your posts, find existing active posts and contribute your insight or inquiry to an already established discussion.

u07s2 - Learning Components

- Identify ways to engage with teachers of English to speakers of other languages.
- Identify the relevance of a topic to the assessment of English Language Learners.

u07a1 - Listening and Speaking Test Design

In the studies for this unit, you reviewed a media piece that included the MN SOLOM and an example interview using the tool for placement testing. Now you have to plan for the further testing of this student's speaking and listening abilities based on your evaluation of that performance.

For this assignment, complete the following:

1. Interpret the types of listening and speaking performances elicited during the interview.
2. Design three additional listening tasks (each of a different type of listening and speaking) that would further reveal the listening proficiency of the student. Make sure to specify the type of task and state its specific objective.
3. Design three additional speaking tasks that would further reveal the speaking proficiency of the student. Make sure to specify the type of task and state its specific objective.
4. Explain in what ways the additional listening and speaking tasks will add to the assessment of student's listening and speaking skills.

Review the Listening and Speaking Test Design scoring guide for the grading criteria of this assignment.

Submit your Listening and Speaking Test Design paper in the assignment area.

Portfolio Prompt: You are required to save this assignment to your ePortfolio.

Course Resources

Assessing ELL Speaking | Transcript

APA Style and Format

ePortfolio

Online ePortfolio Guidelines [PDF]

u07d1 - Computer Enhanced Testing of Listening and Speaking

In this unit, you read about the Versant Test, a computer-enhanced test designed to measure speaking skills. Search the Capella University Library resources and the Internet to find more about this test and other computer-based tests that assess listening and speaking skills.

In your post, discuss the advantages and disadvantages of computer-based tests designed to measure listening and speaking abilities of test-takers. Your post and peer responses need to show evidence of your research on the topic. Be sure to include APA formatted citations and references for your research.

Response Guidelines

Respond to at least one of your peers, sharing and comparing your perspectives on computer-based tests for listening and speaking.

Course Resources

Graduate Discussion Participation Scoring Guide

Capella University Library

APA Style and Format

u07d1 - Learning Components

- Identify best practices for evaluating an ELL's listening and speaking skills.
- Analyze listening tasks for assessing an ELL's listening proficiency.
- Analyze speaking tasks for evaluating an ELL's speaking proficiency.

u07d2 - Journal 3: Guidelines for Comprehension Assessment

Some of your colleagues may argue that an indicator of good listening or comprehension is the body language of the ELL who nods and smiles while listening to teachers' and peers' speech. How would you respond to such claims? Provide specific guidelines that could help the objective assessment of listening and comprehension skills.

Your journal entry should be a minimum of 500 words.

Course Resources

Graduate Discussion Participation Scoring Guide

u07d2 - Learning Components

- Identify best practices for evaluating an ELL's listening and speaking skills.
- Analyze listening tasks for assessing an ELL's listening proficiency.

Unit 8 ❯❯ Assessing Reading and Writing

Introduction

Reading and writing skills play an essential role in the process of achieving academic maturity. While the acquisition of these skills is a complex and long process for every learner, its complexity is even higher for ELLs who bring different literacy experiences into the learning process. The guiding considerations of assessment, and the specifics of reading and writing task design related to the abilities of ELLs, are the focus of the two chapters assigned for this unit.

The authors of your readings in this unit, Brown and Abeywickrama, use specific examples to explain the different approaches to assessment of reading and writing. Their presentation of the main aspects to consider for reading and writing is situated within the context of the developmental stages—from basic letter and word recognition to advanced reading and writing proficiency. In addition, the authors discuss how the integration and interrelation of reading and writing should be taken into account in the process of test design and interpretation of results. The discussion is illustrated with examples of specific test items and explanation of their design rationale and objectives. The readings for this unit also present how the specific genres of reading and writing affect reading and writing processes and are related to ELLs' developing schemata. Among the guiding elements of reading and writing assessment design, the authors present micro and macroskills, types of reading and writing performance, and goals of assessment (form- or function-oriented or both form- and function-oriented).

While working on this unit's activities, you will have the opportunity to reflect on the specifics of reading and writing. You will discuss the key design details of reading and writing assessment: how to assure the reliability and validity of the assessment tasks, how to choose appropriate assessment instruments, and how to include effective assessment approaches in your classroom practice. You will work with real data produced by ELLs in the process of testing, evaluate assessment instruments, and develop your own assessment items.

Learning Activities

u08s1 - Studies

Readings

Use your *Language Assessment* text to read the following:

- Chapter 8, "Assessing Reading," pages 195–226.
    ◦ This chapter addresses the main types of reading, and outlines specific strategies for reading assessment. Reading assessment is presented in the context of genres, microskills and macroskills, and reading strategies.
- Chapter 9, "Assessing Writing," pages 227–259.
    ◦ This chapter addresses the main types of writing and outlines the rationale for assessing writing as a separate skill. The chapter discusses the interrelation between reading and writing along with specific assessment strategies for summative and formative assessment and instruments for scoring students' writing.

Multimedia

Complete the following Capella multimedia presentation:

- <u>Assessing ELL Writing</u>.
  - In this media piece, you are presented with the test description for the Minnesota Test of Emerging Academic English (MN TEAE), writing samples of different kinds of writing from multiple school levels, and various writing performance levels for each. The piece provides detailed evaluations of the writing samples so you can become familiar with the performance levels when using the test yourself. You will use this activity to help you complete your assignment in this unit.

u08s1 - Learning Components

- Identify best practices for analyzing the writing performance of an English Language Learner.
- Identify indicators of writing proficiency for ELLs.
- Identify reading tasks useful for assessing reading proficiency in ELLs.
- Identify writing tasks useful for assessing writing proficiency in ELLs.

u08s2 - Assignment Preparation

In Units 6 and 7, you facilitated or participated in a professional TESOL forum discussion related to a key issue for assessment of ELLs. For this study, continue to monitor your discussion and respond to any posts you may have, contributing your professional perspective, supporting your perspective with evidence, if applicable, and soliciting further information from your professional peers.

You will use your experiences working with this task to complete your assignment in Unit 9, Professional Forum Participation and Reflection.

u08s2 - Learning Components

- Identify ways to engage with teachers of English to speakers of other languages.
- Identify the relevance of a topic to the assessment of English Language Learners.

u08a1 - Reading and Writing Test Design

In the studies in this unit, you viewed a media piece on placement testing in writing. Choose one level of proficiency (1, 2, or 3), one grade level (3–4 or 5–6) illustrated in the media piece, and plan for the further testing of the reading and writing abilities of students of this level. Your plan should address both formative (classroom) assessment and summative assessment techniques.

Include the following in your assignment:

1. Identify your chosen grade and proficiency level, and analyze the writing performance of that group, including writing indicators (language production, focus, description and elaboration, organization, and mechanics).
2. Design three reading tasks (each of a different type) that would reveal the reading proficiency of that student group. Make sure to specify the type of task and state its specific objective.
3. Design three additional writing tasks that would further reveal the writing proficiency of the student group. Make sure to specify the type of task and state its specific objective.
4. Explain in what ways these reading and writing tasks will add to the assessment and instruction of these students.

Review the Reading and Writing Test Design scoring guide for the grading criteria of this assignment.

Submit your Reading and Writing Test Design document in the assignment area.

Course Resources

<u>Assessing ELL Writing</u> | Transcript

u08d1 - Placement Writing

To prepare for this discussion, review the following:

- The description of the Writing Section of Understanding Your TOEFL iBT Test Scores.
- The *TOEFL iBT Test: Independent Writing Rubrics*.

In your discussion post, provide your perspective on the validity and reliability of this timed impromptu test in particular. Share your views on the advantages and disadvantages of computer-based timed impromptu tests. Address issues related to these tests in general, as well as computer-enhanced written tests.

Response Guidelines

Respond to at least one of your peers. Have an interactive discussion with your peers, challenging their positions, supporting your own with evidence and examples, and expanding your understanding of this topic.

Course Resources

Graduate Discussion Participation Scoring Guide

Educational Testing Service. (n.d.). TOEFL: Understanding your TOEFL iBT test scores. Retrieved from http://www.ets.org/toefl/ibt/scores/understand/

APA Style and Format

TOEFL iBT Test: Independent Writing Rubrics [PDF]

u08d1 - Learning Components

- Identify best practices for analyzing the writing performance of an English Language Learner.
- Identify indicators of writing proficiency for ELLs.
- Identify writing tasks useful for assessing writing proficiency in ELLs.

u08d2 - Standardized Testing of Writing

For this discussion, address the advantages and disadvantages of the three different types of scoring: holistic, primary, and analytic. Include the following in your discussion:

1. Briefly discuss each type of scoring.
2. State the type (or types) of scoring used in TOEFL iBT and the placement test used in the Assessing ELL Writing media piece in this unit.
3. State your opinion about the reasons for choosing this type (or types) of scoring in the particular tests and the advantages and disadvantages of each type of scoring.

Response Guidelines

Respond to at least one of your peers, providing your feedback and perspective on the pros and cons of each type of scoring.

Course Resources

Graduate Discussion Participation Scoring Guide

Assessing ELL Writing | Transcript

APA Style and Format

u08d2 - Learning Components

- Identify best practices for analyzing the writing performance of an English Language Learner.
- Identify indicators of writing proficiency for ELLs.

- Identify writing tasks useful for assessing writing proficiency in ELLs.

u08d3 - Journal 4: Accounting for Difficulties in Reading and Writing

Chapter 6 of your *Language Assessment* text lists nine characteristics of listening that make this skill difficult for ELLs. What makes reading and writing difficult? Compose two similar lists for reading and writing that would guide teachers in the process of assessing these skills. Briefly explain each item you include in the list.

Your journal entry should be a minimum of 500 words.

Course Resources

Graduate Discussion Participation Scoring Guide

u08d3 - Learning Components

- Evaluate the use of reading and writing tasks to support the assessment and instruction of English Language Learners.
- Identify reading tasks useful for assessing reading proficiency in ELLs.
- Identify writing tasks useful for assessing writing proficiency in ELLs.

u08q1 - Quiz – Units 7 and 8

You will be asked to complete five reading quizzes in this course. Each one will cover two units of readings and test you on your reading comprehension of the concepts presented in the reading materials for each unit. This quiz checks for your understanding of:

- *Language Assessment*, Chapters 6, 7, 8, and 9.

In Units 7 and 8, you examined the processes of assessing listening, speaking, reading, and writing. This multiple-choice quiz will gauge your understanding of those concepts. The quiz provides an opportunity for you to demonstrate your mastery of the following course competencies:

- Evaluate observations of informal language use, teacher-generated tests, and standardized and standards-based language-specific and content area examination results.

Read the following instructions and parameters before taking the quiz:

- There is no time limit on the quiz.
- Access, take, and submit the quiz in this unit. The quiz will be open to take at the beginning of Unit 7.
- Once you have answered each question, submit your quiz to receive credit. It is automatically scored, and you will receive feedback immediately.
- You may access the quiz to view the questions; and you can retake the quiz one time to change your grade. If you retake the quiz, your best score will be recorded. Once the grade is recorded the second time, it cannot be changed.
- You will only be able to take the quiz twice. Do not access it until you are ready to complete it.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.

Unit 9 ▶▶ Alternatives in Assessment and Standardized Assessment

Introduction

It seems that assessment is often associated with various types of testing and timed, structured tasks that aim to reveal the proficiency level of students or their mastery of particular skills, content knowledge, or vocabulary and grammar structures. However, in recent years, educators have frequently turned to other forms of assessment. Initially, these forms were addressed as "alternative." Today, with the recognition of the pedagogical as well as evaluation potentials of these forms of assessment, in the literature they are frequently called "alternatives in assessment."

In this unit, you have the opportunity to explore different alternatives in assessment, such as portfolios, journals, self-assessment, and peer assessment. You will reflect on the use of these alternatives as learning tasks and for assessment purposes. The chapter assigned for this unit presents the topic from

the standpoint that this type of assessment provides ELLs with the support they need in the process of learning and demonstrating the skills and knowledge they have acquired. Moreover, most of this type of assessment present an integral part of the learning process and so are an important element of formative assessment. Thus, alternatives in assessment support teachers and learners to make meaningful connections between curriculum objectives, classroom activities, learning tasks, and assessment procedures in the process of language and content learning.

While working on this unit, you have the opportunity to read about the specific strategies you as educators need to consider when using this type of assessment in your teaching and evaluation practices. You examine specific instruments you and your students can use when engaging in such assessment tasks. You reflect on the specifics of this type of assessment and the way it supports ELLs in building their language skills and content knowledge. Finally, you will summarize and reflect on the outcomes of the professional discussion you started a few weeks ago.

Learning Activities

u09s1 - Studies

Readings

Use your *Language Assessment* text to read the following:

- Chapter 12, "Beyond Letter Grading," pages 312–330.
  - This chapter presents several alternatives in assessment and discusses their specifics. The authors suggest specific strategies for the effective use of these assessment practices in the classroom.

u09s1 - Learning Components

- Analyze how assessment can support the learning process of ELLs.
- Identify best practices for the design of performance assessments for ELLs.
- Identify common assessment goals of teachers of ELLs.

u09s2 - Assignment Preparation

In Units 6, 7, and 8, you facilitated or participated in a professional TESOL forum discussion related to a key issue for assessment of ELLs. For this study, continue to monitor your discussion and finalize your responses to any posts you may have, contributing your professional perspective and supporting your perspective with evidence, if applicable. You will use your experiences working with this task to complete your assignment in this unit, Professional Forum Participation and Reflection.

u09s2 - Learning Components

- Identify ways to engage with teachers of English to speakers of other languages.
- Identify the relevance of a topic to the assessment of English Language Learners.

u09a1 - Professional Forum Participation and Reflection

You started this assignment in Unit 6 by researching professional TESOL forums and initiating a discussion on one of them, addressing a key issue (or issues) related to assessment of ELLs. During the last three weeks, between Unit 6 and Unit 9, you were facilitating the discussion on your topic. Now it is time to summarize the outcomes of the discussion and reflect on them.

Write a reflective paper about the discussion you initiated and your experiences being a facilitator of such a discussion. In your paper, include the following:

1. The name and the URL of the discussion forum, along with a short presentation about the website and organization that hosts the forum.
2. The text of your first post with a short explanation of why you consider the topic (or topics) you addressed in the post to be important in the context of ELLs' assessment.
3. A report on the evolution of the discussion during the three weeks:
   - How active were peer teachers?
   - What type of issues were addressed and shared in the discussion?
   - How active were you as a facilitator? What did you contribute to the discussion?

4. Your reflection on the discussion, including the following:
    ◦ How did the issues or discussions fit with your opinion about assessment and your personal and professional experiences?
    ◦ How did the discussions shape your opinion about assessment and your understanding of previous experiences and content addressed in the course?
    ◦ How did you perform as a facilitator with your peers? How well did you communicate? What did you contribute to the conversation?

In case you had a limited response to your post, you may also search professional forums and websites for assessment topics and use those to complete this part of your paper.

Your paper should be at least 800 words. Review the Professional Forum Participation and Reflection Scoring Guide for the grading criteria of this assignment.

Submit your Professional Forum Participation and Reflection paper in the assignment area.

Portfolio Prompt: You are required to save this assignment to your ePortfolio.

Course Resources

APA Style and Format

ePortfolio

Online ePortfolio Guidelines [PDF]

---

u09d1 - Portfolio Assessments

The practicality of portfolios is frequently questioned by educators. For this discussion, address the following topics regarding portfolio construction and grading:

1. Analyze how portfolios can be used effectively with ELLs (explicitly outline the specific features of a portfolio that would support ELLs).
2. Discuss strategies for ensuring an effective portfolio development process.
3. Propose strategies that can positively affect the practicality of this form of assessment.

Response Guidelines

Respond to at least one of your peers, comparing your proposed strategies with theirs. Be sure to support your strategies with practical examples from your work life and references to the course readings and resources, when applicable.

Course Resources

Graduate Discussion Participation Scoring Guide

---

u09d1 - Learning Components

- Analyze how assessment can support the learning process of ELLs.
- Identify best practices for communicating learning outcomes for ELLs.

u09d2 - Alternatives in Assessment: Developing Your Own Assessment

Use this discussion to share with your peers an alternative assessment activity that you developed. It may an activity that you have already used in your work life or developed for another course. If you do not have an existing activity that would qualify as an alternative assessment, you will need to create one.

Provide a detailed description of your assessment activity, including the following:

- Content and language objectives, including the skills that will be supported and assessed.

- Learners' age and level of proficiency.
- Specific procedures for the development of the activity and the learners' and teacher's roles in it.
- Strategies that can assure a high level of practicality and reliability.

Response Guidelines

Choose at least two activities posted for this discussion and provide constructive feedback to at least one of your peers. Then respond to any feedback that you receive for your posted activity, asking questions to further your understanding. If you do not receive feedback on your assessment, ask extending questions of your peers that did receive feedback to deepen your understanding or provide additional examples of the given assessment in a practical context.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d2 - Learning Components

- Analyze how assessment can support the learning process of ELLs.
- Identify best practices for the design of performance assessments for ELLs.

Unit 10 ≫ Assessment and Grading

Introduction

This last unit of the course aims to address two important aspects of assessment: grading and evaluation. When viewed as part of the overall learning process, grading and evaluation provide a valuable perspective on the key issues related to teaching, assessment, teacher-learner communication, and accountability, to name just a few.

The two chapters assigned in this unit address the problem of grading and evaluation from different perspectives. Gottlieb approaches grading and evaluation as an important way of communication between the teacher and the learners. Grading and evaluation are important elements of the learning process that keep the communication between its participants transparent, fair, and effective, and that support high participant accountability. To illustrate the performance assessment, Gottlieb addresses the use of a portfolio as an assessment tool, outlining the important procedures and elements that a teacher should consider in the process of organizing and conducting this type of assessment.

The Brown text addresses various aspects related to grading and evaluation. The chapter begins by highlighting the importance of developing clear grading philosophy, consistent with the overall teaching philosophy of the educator and coherent with the evaluation policies and expectations of the school. It addresses the specifics of letter and score grading and provides a comprehensive discussion of alternatives to letter grading. Both chapters provide useful guidelines for grading and evaluation and support each with specific examples.

The topic of grading and evaluation is a logical conclusion to this course; it brings the various topics addressed during our exploration of ELLs' assessment together. When evaluating our students, we not only revisit the learning objectives posed for our lessons, units, and entire courses and align instruction and assessment (formative and summative) with these objectives, but we also communicate to learners valuable information about their achievements, strengths, and weaknesses.

Learning Activities

u10s1 - Studies

Readings

Use your *Assessing English Language Learners* text to read the following:

- Chapter 8, "Assessment Results: Feedback, Standards-Referenced Grading, and Reporting," pages 219–240.
  - "This chapter takes the stance that grading is inevitably part of life but its negative, punitive effects on students have to be eliminated. It highlights how standards-referenced feedback, grading, and reporting can be designed to reflect the accomplishments of students, not their failings." (Gottlieb, p. 220).

Use your *Language Assessment* text to review the following:

- Chapter 11, "Grading and Student Evaluation," pages 286–311.

◦ This chapter presents the guiding principles of grading philosophy. It addresses specific approaches for communicating grading criteria to learners and parents, calculating grades based on a reliable system of scoring, and applying alternatives to letter grading.

u10s1 - Learning Components

- Identify common scoring approaches for assessments of ELLs.
- Examine best practices for assigning final grades for ELLs.

u10a1 - Assessment Teaching Philosophy

This is the final assignment for this course. In this assignment, you will be expected to outline your understanding of assessment of ELLs.

Write a paper addressing the following:

1. Analyze the purpose, goals, and objectives of assessment in relation to the learning process.
2. Analyze teachers' and learners' goals in assessment. How can you as an ELL specialist help achieve the goals of each?
3. Describe the various forms of assessment, including formative, summative, tests, and alternatives in assessment, and analyze them within the framework of their purpose, goals, and specific objectives (placement, language proficiency development, and content learning).
4. Provide your perspective on how a teacher should form final grades. Support your perspective with your professional experience, course readings, and resources, as well as your own research.
5. Provide your perspective on how teachers should communicate learning outcomes, including classroom performance, tests, and final grades, to the students, students' family (if appropriate), and school administration. Support your perspective with your professional experience, course readings, and resources, as well as your own research.
6. Describe your strategies for improving and mastering assessment approaches now and in the future. What is your plan for your professional development in regard to assessment approaches for ELLs?

Your paper should be about 3,000 words and include citations and references in APA format and examples to support your positions. You may want to use the Smarthinking writing tutors to get feedback on your paper before submitting it for a grade to your instructor. Review the Assessment Teaching Philosophy Scoring Guide for the grading criteria of this assignment.

Submit your Assessment Teaching Philosophy paper in the assignment area.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Portfolio Prompt: You are required to save this assignment to your ePortfolio.

Course Resources

APA Style and Format

ePortfolio

Writing Feedback Tool

Smarthinking

Online ePortfolio Guidelines [PDF]

u10d1 - Exploring Grading Software

For this discussion, research and share with the rest of your peers a grading software application, its capabilities, advantages, and disadvantages.

Perform an Internet search using the key words "grading software." Choose one application, study it, and experiment with its functions. Report your findings and opinion about the usefulness of the application.

Include the following in your post:

1. Provide explicit information about the software package you are presenting: name, URL, and distributing organization.
2. Provide a description of its functions.
3. Provide specific examples of grade display and organization.
4. Express your opinion about the advantages and drawbacks of this application in terms of making the grading process more effective.

Response Guidelines

You are NOT required to respond to your peers for this discussion.

Course Resources
Graduate Discussion Participation Scoring Guide
APA Style and Format

u10d1 - Learning Components

- Identify common scoring approaches for assessments of ELLs.
- Examine best practices for assigning final grades for ELLs.

u10d2 - Communicating Learning Outcomes

For this discussion, post two evaluations intended to communicate learning outcomes to learners and parents within the context of the overall instruction process. The evaluations should be given to the two learners (Ana and Carlos) described in your Gottlieb text (p. 223) and should be based on the information provided by the author. The evaluations should also complement their report cards (presented in Gottlieb, Figure 8.3, p. 228).

Include the following in your post:

1. Describe the two cases (you may add more details to each of the cases or change them if this is necessary to make your point).
2. Write the evaluation paragraph, with the consideration that readers of your paragraph may have limited English language proficiency. Use the narrative evaluations presented by Brown (p. 334) as examples.

Response Guidelines

Provide constructive feedback to at least one of your peers.

Course Resources
Graduate Discussion Participation Scoring Guide
APA Style and Format

u10d2 - Learning Components

- Identify common scoring approaches for assessments of ELLs.
- Identify best practices for the design of performance assessments for ELLs.

u10q1 - Quiz – Units 9 and 10

This is the final of five quizzes in this course. This quiz addresses your comprehension of the readings from Units 9 and 10. This quiz checks for your understanding of:

- *Language Assessment*, Chapters 11 and 12.
- *Assessing English Language Learners*, Chapter 8.

In Units 9 and 10, you examined the role of alternatives in assessment, the ways in which alternative assessments can provide support and accommodation for ELLs, the main aspects of grading systems, and issues related to grading ELLs. This multiple-choice quiz will gauge your understanding of those concepts. The quiz provides an opportunity for you to demonstrate your mastery of the following course competencies:

- Evaluate the effectiveness of individual instruction techniques and performance.

Read the following instructions and parameters before taking the quiz:

- There will be no time limit on the quiz.
- Please access, take, and submit the quiz in this unit. The quiz will be open to take at the beginning of Unit 9.
- Once you have answered each question, submit your quiz to receive credit. It is automatically scored, and you will receive feedback immediately.
- You may access the quiz to view the questions; and you can retake the quiz one time to change your grade. If you retake the quiz, your best score will be recorded. Once the grade is recorded the second time, it cannot be changed.
- You will only be able to take the quiz twice. Do not access it until you are ready to complete it.

Click the linked quiz title to access the quiz. If you have any issues with the quiz, contact your instructor.