



Course Syllabus:

ELL Language Assessment and
Related Issues in the K- 12 Classroom:
An Introduction

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45 Hours or 3 Graduate Credits

Course Description:

This course explores the legal history and politics surrounding language assessment and the different test structures and methods used to assess English language learners. Participants will examine how standardized tests are used to measure language proficiency and academic achievement. With that framework in place, participants will explore how to specifically assess listening, speaking, reading, and writing, both individually and in an integrated fashion. Participants will also examine test taking issues and strategies and will look at how technology can be used in assessment. Special needs students will also be addressed.

Course Objectives: By the end of the course, participants will:

- Understand technical concepts about testing: accountability and standardized achievement tests; normed and criterion-referenced tests; validity and reliability; language proficiency; and authentic/performance-based assessment evaluation.
- Distinguish among traditional vs other test formats, and will have cognitive knowledge of the key strengths and weaknesses of traditional formats, and key test-taking strategies for ELLs.
- Identify common characteristics of informal assessments, use a model for organizing classroom assessment, and be familiar with some common types of informal/classroom assessment.
- Understand the process of creating and evaluating portfolios to assess English Language Learners, and apply rubrics to reading, writing, listening, and speaking tasks.
- Understand the concept of integration of language skills, and be able to describe common methods of assessing reading, writing, listening and speaking, and a variety of ways of eliciting speech for assessment.

Student Expectations:

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, observation and analysis of lessons, coaching interactions with a coaching partner that include feedback and analysis of both the lesson and the coaching episode. A final exam is also a part of the course. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

Grading:

- **Forum Post Exercises/ Reflective Journals:** 70% of your final grade
- **Quizzes:** 10% of your final grade. Quizzes may be submitted up to 3 times each and the highest score of the 3 will be used.
- **Final Exam:** 20% of your final grade. **You must receive a score of 60% or greater on the final exam to pass this course.**
- You must have an 80% average to obtain university credit for any course. You must have an 80% average to pass the course unless your district has specified otherwise. If your district has specified a different percentage needed to pass, it will be posted in “Your District Information” in the District section of the site. If nothing is posted, you must pass with an overall average of 80%.
- Forum post exercises will not be approved until your entry has met the minimum approval score of 80%.

Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

Class Outline:

- Lesson 1
 - Introduction
 - 1.a An Introduction to Language Assessment
 - 1.b Immigration and the Changing School Population
 - 1.c Affecting English Language Learners U.S. Legal Mandates
 - 1.d No Child Left Behind and Adequate Yearly Progress
 - 1.e Conceptual Frameworks for Assessment
 - 1.f Supplementary Material
- Lesson 2
 - 2.a Understanding Technical Concepts about Testing
 - 2.b Norm-Referenced and Criterion-Referenced Tests
 - 2.c Validity and Reliability
 - 2.d Language Proficiency
 - 2.e Lesson 2e Evaluation
 - 2.f Supplementary Material

- Lesson 3
 - 3.a Constructing Standardized Language Proficiency Tests for ELL
 - 3.b Commercial tests
 - 3.c State tests
 - 3.d International tests
 - 3.e Implications for Classroom Instruction
 - 3.f Supplementary Material
- Lesson 4
 - 4.a Choosing between Traditional and Performance-Based Measures
 - 4.b Multiple-Choice (MC) Tests: the Pluses and the Minuses
 - 4.c Other Common Formats for Traditional Testing
 - 4.d Cloze and Dictation
 - 4.e Test-Taking Strategies
 - 4.f Supplementary Material
- Lesson 5
 - 5.a Types of Classroom and Performance-Based Assessment
 - 5.b Collecting Performance-Based and Other Classroom Assessments
 - 5.c Assessment of Process
 - 5.d Assessment of Products and Classroom Measure
 - 5.e Assessment of Decontextualized Measures
 - 5.f Supplementary Material
- Lesson 6
 - 6.a Themes That Have Been Addressed in CBI Curricula
 - 6.b Criteria for Theme Selection
 - 6.c Learning Content and Language through "Multiple Exposures"
 - 6.d An Example of Exploitability in a Topic
 - 6.e Theme Selection in a Sustained Content Course in Guinea
 - 6.f Supplementary Material
- Midterm
- Lesson 7
 - 7.a Rubrics
 - 7.b Creating Rubrics
 - 7.c Holistic vs. Analytic and Primary Trait Rubrics
 - 7.d Generic or Task-Specific Rubrics?
 - 7.e Proficiency Rubrics
 - 7.f Supplementary Material
- Lesson 8
 - 8.a Assessing Listening
 - 8.b Assessing Listening in Isolation

- 8.c Assessing Listening in Context
 - 8.d Listening Comprehension Tasks, Part I
 - 8.e Listening Comprehension Tasks, Part 2
 - 8.f Supplementary Material
- Lesson 9
 - 9.a Assessing Speaking Skills
 - 9.b Using Rubrics to Assess Speaking
 - 9.c Assessing Pronunciation and Intonation
 - 9.d Common Modes of Eliciting Speech
 - 9.e Other Sources for Assessing Speech
 - 9.f Supplementary Material
- Lesson 10
 - 10.a Assessing Reading
 - 10.b Assessing Reading Comprehension, Part I
 - 10.c Assessing Reading Comprehension, Part II
 - 10.d Assessing Microskills
 - 10.e Assessing Macroskills
 - 10.f Supplementary Material
- Lesson 11
 - 11.a Assessing Writing
 - 11.b What to Write about and How Long to Write (Timed Writings or Not?)
 - 11.c Holistic Scoring Rubrics
 - 11.d Analytic Scoring Rubrics
 - 11.e Assessing Grammar, Vocabulary, and Conventions of Writing
 - 11.f Supplementary Material
- Lesson 12
 - 12a. Other Related Issues
 - 12b. Technology
 - 12c. Special Needs Students
 - 12d. Issues That Affect Assessment
 - 12e. Final Summary
 - 12f. Supplementary Material
- Post Survey
- Evaluation
- Final Exam

Course Access:

Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). If you have any questions about course access, please email support@cecreditsonline.org, create a customer service ticket in the LMS, or call [425-788-7275](tel:425-788-7275) extension 104.

Compliance with and Commitment to the American Disabilities Act:

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy:

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.