

EDUC 521

Assessment and Instruction for Diverse Language Learners

Units: 3

Term: Fall 2018 - Mon (1:30-3:00pm); Tues (1:30-3:00pm); Thurs (3:00-5:30pm)

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INTRODUCTION AND PURPOSE

One of the key roles that teachers perform on a daily basis is assessing student learning. Effective teaching, therefore, requires that teachers know what assessment instruments to use, under what contexts, and how to conduct the instruments. For international educators who will teach diverse English language learners, it is particularly important to consider cultures, values and beliefs associated with assessment.

This course is intended to engage teacher candidates in exploring different theories, issues, procedures, methods and approaches related to assessments for English language learners. By introducing relevant theory and current practice in the area of assessment, this course is designed to integrate theory and practice in order to provide students with both conceptual understanding and practical experience with language assessment. The course will examine key concepts of assessment including learner identity and assessment, standards and standardized testing, listening, speaking, reading, writing, grammar and vocabulary assessments, dynamic assessment, technology-based assessment, dilemmas and biases associated with assessment decisions, and assessment as socially and culturally constructed experience. In this course, students will also learn about different purposes of assessment such as placement, diagnostic, and achievement tests, and the differences between so-called “norm-referenced” and “criterion-referenced” testing. The course also offers opportunities to discuss current issues in assessment, such as teaching to the test, computer-based assessments and alternative forms of assessment.

As the learning continuum for the MAT and MAT-TESOL programs suggests, good teachers exhibit an understanding of themselves, of learning processes, of their learners, and of the context in which they are working. While this course mainly addresses assessment, it will also provide an opportunity to reflect and self-assess on ourselves, on our learners, and on the context, which will have an impact on how we view and assess others.

Thus, our aim in this course is to address assessment as an essential part of instruction, not as a separate technique or practice. We want our candidates to emerge from this course asking more informed and incisive questions about the role of assessment in teaching, how teaching and learning informs assessment, and the potential consequences of their choice. In doing so, we want our candidates to be reflective on what assessment

method they will be choosing, justifying the choice based on their informed knowledge of themselves, students and other environmental factors.

Problems of Practice

The prevailing problems of practice this course seeks to address include:

- Teachers tend to have an allegiance to preconceived ideas, theories, and methods of assessment and instruction for ELLs regardless of the situation or its effectiveness, instead of understanding a breadth of ideas, theories and methods that can be drawn upon to address individual learning needs and contexts.
- Many teachers don't have adequate understanding of the students' culture, values and beliefs and how they influence assessment.
 - There is a lack of understanding of the students' prior knowledge and experiences and their effect on students' assessment experiences and results.
 - Many teachers fail to understand the impact of assessment on ethnocentrism, linguistic and social capital, racism, sexism classism and discriminatory behaviors on the students' educational experience and vice versa.
- Many teachers fail to recognize the role of assessment in teaching and learning and vice versa.
 - Many teachers "teach to the test" in order to raise the test scores without promoting authentic learning.
 - Many teachers fail to recognize that assessment could be a great source of teaching
 - Many teachers limit assessment to formal "testing," and fail to acknowledge that encompasses a broader concept such as authentic assessment, If y assessment and socio-cultural teaching and learning.
- There is lack of detailed knowledge about differences between assessment types and how to assess students based on their diverse background.
 - There is a preference of anecdotal or stereotypic knowledge about student characteristics, classroom assessments and standardized testing.
 - Many teachers lack knowledge and abilities to provide alternative assessments.
 - There is often a lack of understanding on the ways to ensure validity and reliability of assessments.
- Many teachers don't have critical awareness about issues with assessment for diverse English Language Learners.
 - There is a limited knowledge of how some test questions are biased.
 - Many teachers have little understanding of how assessment is interpreted based on factors such as culture, gender, minority status, urban/rural areas, etc.
 - Many teachers have limited knowledge of how language issues, including the role and status of English as an international language, are intertwined with language assessment.
 - Many teachers fail to be reflective of their own influence on the assessment environments.
- Choice and interpretation of assessments do not always account for differences among students.

- When teachers do not know how to recognize or respond to students' needs, ELLs may be inappropriately identified as having "special needs."
- Many teachers are not prepared to differentiate the methods of assessments based on the student differences.

COURSE OBJECTIVES

Upon completion of this course candidates will be able to:

- Demonstrate familiarity with various theories, research issues and concepts in assessment for diverse English Language Learners.
- Demonstrate familiarity with past and current methods for assessment and their implications for teaching and learning diverse English Language Learners.
- Identify the major methods of assessments, their strength, weakness, and how, when and why to use them in classroom levels.
 - Understand how assessment can be used in listening, speaking, writing and reading.
 - Give examples of assessments in different contexts and justify their uses with theories and concepts.
 - Demonstrate an understanding of when and how to differentiate assessments based on student characteristic, language, ability, culture, and context.
 - Design their own assessment using various theories, concepts and other related factors.
- Understand the role of assessment in instruction of diverse English Language Learners.
 - Identify ways to use assessments to inform their teaching.
 - Describe examples of linkages between teaching practices and assessment contexts, results and methods.
 - Analyze the prevailing assessment practices in the candidate's target country.
- Understand Assessment is a socially constructed process.
- Critically analyze the role of assessment and its broader implications.
 - Describe the role of assessment both in terms of promoting learning and as a means of status and power attainment.
 - Identify specific ways in which assessment marginalizes students in different contexts.
 - Understand the role of the English language in assessment contexts, methods and results.
 - Reflect on their own influence on assessment processes.

TEACHING STANDARDS

The table below outlines the national Teaching English to Speakers of Other Languages (TESOL) association and National Council for the Accreditation of Teacher Education (NCATE) teaching standards and Commission on Teacher Credentialing (CTC) Standards that are addressed in this course and how they will be assessed.

* TESOL/NCATE Standards

<i>Standard</i>	<i>Unit</i>	<i>I, R, M</i>	<i>Description</i>	<i>Assessment</i>
2.b Cultural Groups and Identity	2, 10	Introduced and Reinforced	Candidates explore theories and practice that discuss the nature and role of identity and culture in their instruction and assessment.	Assessment Critique paper Student Study Groups Mediated Forums
3.b Managing and Implementing Standards-Based ESL and Content Instruction	3, 4, 6	Introduced	Candidates learn potential influences of standards-based teaching and learning on classroom instruction. Candidates focus on different ways to use standards as a way to inform their instruction and assessment.	Mediated Forums
4.a Issues of Assessment for ESL	1, 6, 14	Introduced	<p>Candidates read about different purposes of assessments and other related issues such as linguistic bias, political, social issues.</p> <p>Candidates also learn about different types of testing, and principles of testing and assessment such as validity, reliability and other quality measures.</p> <p>Finally, candidates will read about ways to help prevent students from inappropriately being classified as having special/gifted needs when they have language needs and vice versa.</p>	<p>Group Mini-Assessment</p> <p>Summative Assessment</p> <p>Summative Assessment, Commentary, Feedback</p> <p>Mediated Forums</p>
4.b Language Proficiency Assessment	1, 3, 4, 5-14	Introduced	Candidates learn about norm-referenced tests and criterion-referenced tests and how to design these assessments. Candidates learn to design assessments of listening, speaking, reading, writing, vocabulary and grammar.	<p>Group Mini-Assessment</p> <p>Summative Assessment</p> <p>Summative Assessment, Commentary, Feedback</p> <p>Mediated Forums</p>
4.c Classroom-Based Assessment for ESL	1-15	Introduced	<p>Candidates read about performance-based assessments, authentic assessments and other classroom-based assessment such as alternative assessments.</p> <p>The course requires that the candidates observe classroom-based assessment for ESL/EFL and critically assess them.</p> <p>They are also given an opportunity to develop these classroom-based assessments, and give a presentation on their ideas.</p>	<p>Group Mini-Assessment</p> <p>Assessment Critique,</p> <p>Summative Assessment Design</p> <p>Commentary and Feedback</p> <p>Study Group Meetings</p> <p>Mediated Forums</p>

* CTC Standards - TPEs

<i>TPE</i>	<i>Unit</i>	<i>I, P, A</i>	<i>Description</i>	<i>Assessment</i>
TPE 3:	4, 6	Introduced	Use and adapt resources, standards-aligned instructional	<u>Formative</u> : Candidate demonstrates the knowledge through the class

Understanding and Organizing Subject Matter for Student Learning			materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	discussion and participating in class activities. The class discussion is assessed informally via rubric and verbal and written feedback from the instructor.
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	14	Introduced	Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	<p><u>Summative:</u> Candidate is assessed on the planning and implementation of the two formative assessments and one summative assessment and inquiry using a grading rubric.</p> <p><u>Summative:</u> Candidate writes a commentary discussing the result of the assessment and its implications on teaching and learning. The commentary is graded using a rubric.</p>
	1-15	Introduced	Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	<p><u>Formative:</u> In-Class Presentation of an Assessment Instrument: Candidate prepares and delivers an in-class presentation on an assigned language assessment. Candidate models the assessment in class and evaluates the assessment using the measures of validity, reliability, practicality, authenticity and washback. This is a group project. The presentation is graded with a rubric.</p> <p><u>Summative:</u> Candidate is assessed on the planning and implementation of the two formative assessments and one summative assessment and inquiry using a grading rubric.</p> <p><u>Summative:</u> Candidate writes a commentary discussing the result of the assessment and its implications on teaching and learning. The commentary is graded using a rubric.</p>
TPE 5: Assessing Student Learning	1-15	Introduced Practiced Assessed	<p>Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.</p> <p>Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities</p>	<p><u>Formative:</u> In-Class Presentation of an Assessment Instrument: Candidate prepares and delivers an in-class presentation on an assigned language assessment. Candidate models the assessment in class and evaluates the assessment using the measures of validity, reliability, practicality, authenticity and washback. This is a group project.</p>

			<p>to revise or reframe their work based on assessment feedback.</p> <p>Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.</p> <p>Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</p> <p>Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.</p> <p>Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.</p>	<p>The presentation is graded with a rubric.</p> <p><u>Formative:</u> Week 13 Class is dedicated to the discussion of using a wide range of technologies to support assessment practices. Candidate demonstrates the knowledge through the class discussion and participating in class activities. The class discussion is assessed informally via rubric and verbal and written feedback from the instructor.</p> <p><u>Formative:</u> Candidate writes an assessment critique that critically analyzes the effectiveness of the assessment for teaching and learning in a target context.</p> <p><u>Summative:</u> Candidate is assessed on the planning and implementation of the two formative assessments and one summative assessment and inquiry using a grading rubric.</p> <p><u>Summative:</u> Candidate writes a commentary discussing the result of the assessment and its implications on teaching and learning. The commentary is graded using a rubric.</p> <p><u>Summative:</u> Candidate is assessed using Key Assessment to demonstrate his/her ability to design, implement, and use an assessment to inform teaching.</p>
Subject Specific Pedagogy: Teaching English Language Development in a Single Subject Setting	14	Introduced	<p>Design and implement differentiated instruction based on the levels of English proficiency, needs and strengths of the range of English learners, as well as struggling readers and writers, advanced learners, students who use non-dominant varieties of English, students with exceptional needs, and students from a variety of educational and linguistic backgrounds.</p> <p>Provide writing instruction (inclusive of the writing process)</p>	<p><u>Formative:</u> A part of the Week 14 Class is dedicated to the discussion of differentiated instruction as it relates to assessment. Candidate demonstrates the knowledge through the class discussion and participating in class activities. The class discussion is assessed informally via rubric and verbal and written feedback from the instructor.</p> <p><u>Formative:</u> Candidate demonstrates the knowledge of writing instruction</p>

	10	Introduced	on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays	through the class discussion and participating in unit 10 class activities. The class discussion and activity is assessed informally via rubric and verbal and written feedback from the instructor.
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*** CTC - Single Subject World Language (LOTE) Standards**

World Language Standard	1-15	Introduced	Demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in world languages and applicable English Language Development Standards.	Weekly Mediated Forums
	1-15	Introduced	Demonstrate a high proficiency in the language and culture that allows them to conduct their classes in the target language and to the extent possible in authentic cultural settings.	Weekly Discussions using readings and videos
	7-12	Introduced	Demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the three communicative modes (interpretive, interpersonal, and presentational) and the enabling skills (listening, reading, speaking, and writing) that support them, in order to support their students to demonstrate communicative ability in the target language and culture from level one to advanced.	Weekly discussions on reading, writing, speaking, listening, vocabulary and grammar teaching
		Introduced Practiced Assessed	They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons and to assess their students using a variety of formative and summative assessment tools by using current methodology in second-language acquisition.	<p><u>Formative:</u> In-Class Presentation of an Assessment Instrument: Candidate prepares and delivers an in-class presentation on an assigned language assessment. Candidate models the assessment in class and evaluates the assessment using the measures of validity, reliability, practicality, authenticity and washback. This is a group project. The presentation is graded with a rubric.</p> <p><u>Summative:</u> Candidate is assessed</p>

				on the planning and implementation of the two formative assessments and one summative assessment and inquiry using a grading rubric. <u>Summative:</u> Candidate writes a commentary discussing the result of the assessment and its implications on teaching and learning. The commentary is graded using a rubric.
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COURSE REQUIREMENTS

All of the requirements for this course are described below. The MAT program adheres to the Carnegie standard for course workload. The expected weekly “class time” or contact hours for a course of this length and credit value is 3 hours 45 minutes. The expected weekly “out of class” workload for this course is approximately 7 hours 30 minutes. The following provides a description of all of the class time activities as well as out-of-class assignments that are required for this course.

Class Time

The class meets once a week for approximately 2 hours and 30 minutes. Class Times are a critical component of this course and therefore adequate preparation and regular attendance is essential. Students who must miss a class should make prior arrangements with the instructor at least **one week prior** to their absence so they can stay up-to-date. Participation credit may not be earned for all absences; only ONE excused absence allowed.

The purpose of class time is to discuss, reflect on, and integrate the readings, reflections, and other assignments that have been completed prior to each week’s meeting. Thus, it is essential that candidates plan for and complete all weekly assignments by the designated day and time. Assignments that are not submitted on time will be penalized for each day late (see late policy on next page).

Active Participation	Moderate Participation	Low Participation
Arrives prepared with evidence of having completed all assignments and activities according to guidelines that were assigned	Arrives ready to begin and has completed most assignments and activities	Exhibits lack of preparation and non-completion of required assignments
Initiates or furthers discussion and supports points using page-specific references to readings or specific reference points in film/videos	Initiates or furthers discussion but uses general references to readings and other materials	Rarely initiates discussion and is not able to reference required readings or other materials
Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material	Furthers the discussion and builds on the ideas of others; general or limited references to course materials	Comments do not further the discussion and do not exhibit careful reflection on the material

Out-of-Class Assignments

REQUIRED READINGS: It is imperative that students secure the following required materials. Starting with week 1, candidates will be expected to read, reflect on, and prepare to discuss assigned chapters/articles prior to class time. The readings below can be purchased at the USC bookstore or online, as well as accessed in the USC

library database (ARES)

Required Text

* Brown, D., & Abeywickrama, P. (2010). Language Assessment: Principles and Classroom Practice. (2nd ed.). Longman, NY: Pearson Education, Inc.

* Course Reader (located in ARES - <https://reserves.usc.edu>)

Late Assignments

Any work that is submitted after the date and time mentioned will receive a **10% penalty** for every 24-hour period that it is late. If serious circumstances arise that hinder you from meeting the deadline, you must contact the instructor by email one week BEFORE the assignment due date, in order to be given consideration for submitting late.

SUMMATIVE KEY ASSESSMENT

A summative key assessment provides an opportunity for candidates to demonstrate that the course objectives have been met. The summative key assessment for this course are comprised of: Summative assessment and commentary paper. Candidates should demonstrate their understanding of research, theories, concepts and practices related to assessment and instruction for English Language Learners by designing evaluation materials such as a rubric, assessment instructions, and a sample assessment tailored to the student population they intend to serve.

GRADE DISTRIBUTION TABLE

The final grade for this course will be awarded based on the percentage of total possible points that a student achieves using the following scale:

A 100-95%	B+ 89-86%	C+ 79-76 %	D+ 69-66%	F 59-0%
A- 94-90%	B 85-83%	C 75-73%	D 65-63%	
	B- 82-80%	C- 72-70%	D- 62-60%	

Mediated Forum Discussions and Study Groups

Mediated Forum Discussions – Throughout the semester students will be involved in thoughtful/thorough discussions around course readings, videos and assignments for the assigned week. For mediated forum discussions, candidates must cite specific readings, theory, and videos to support assertions in the forum narratives. This activity is about constructing knowledge in a collaborative, social constructivist manner. You will receive points for full participation in each forum **if** you post your initial response to the posted prompt 24-hours **BEFORE** each class and reply to **TWO** of your peers' (any two peer) original posting 24-hours **AFTER** each class (earlier responses are always accepted). Your instructor will also be mediating these discussions to support student learning and move the discussion forward.

Student-Led Live Study Sessions – Candidates will be meeting with their study groups to prepare for their group's mini-assessment project and individual evaluation material design. For the study group meeting dedicated for the mini-assessment, the recording will be reviewed by the instructor to ensure active participation from ALL of the members of the group. Study group meetings will be graded individually.

There will be a total of **SIX** mediated forums and live sessions, combined, throughout the term – four mediated forums and two live study sessions (10 points total). Each mediated forum entry is worth **one point**. The live study session is divided into two scores: **two points** for the mini-assessment preparation and **three points** for the feedback and commentary assignment preparation. Additional **five points** are allotted for the feedback you provided to your fellow group members after the second live study session in week 13 (see p. 30 for more details). The due date for the feedback form is Week 14 (TBA in class).

Fieldwork Requirement

In this course, you will be spending time preparing assessments for a tutee that you will be teaching in your “Applied Linguistics” class. If you are not concurrently taking this course, identify an English language learner from any context you have access to. You will develop and administer **two** formative assessments to assess your tutee's/students' learning process.

Group Mini-Assessment

This assignment offers you an opportunity to explore different types of assessment and at the same time review ideas and concepts you are learning in this course. There are two components to this assignment:

- A. Mini-assessment instrument and rationale - You will work in groups to design a mini-assessment instrument using our course content. Your group will have an opportunity to choose an instrument from the chart below and design an assessment using ONE of the two contents: 1) 521 course material for the week of the presentation; or 2) any ELL content you'll teach that week.

Your assessment instrument presentation will include:

- A brief description of the assessment purpose, objectives, and test specifications - description of content selected for assessment, item type(s) or tasks, and grading (5 minutes)
- Description of class setting and your choice of assessment instrument
- “Model” the assessment in class (10-15 minutes)
- Evaluation of the assessment instrument using the principles of practicality, reliability, validity, and

washback (10 minutes)

- Preparation for Q&A session at the end (5-10mins)

During class time of your assigned week, you will administer the developed assessment instrument. Your group will “model” a portion of the assessment and present the rationale for the design (maximum 30-minutes). You will also elicit/make connections to any readings from the current and previous courses. (15 points total)

Note: This assessment is only a simulation.

Your group will have a scheduled meeting time with your instructor to get feedback on your initial ideas. Sign up dates will be announced by your instructor.

Choose your instrument from the chart below:

Assessment instruments	Presentation due dates <i>(tentative)</i>
Formal Assessment - includes multiple-choice, quizzes, etc. Performance-based Assessment or authentic assessment - a type of assessment that attempts to assess students' abilities in "real-world" contexts: includes interview, observation, role play, presentation, etc.) Peer Assessment Self-Assessment	

Assessment Critique Paper

This assignment offers you an opportunity to examine an assessment closely based on the concepts discussed in the course. You will be discussing the **strength and weakness** of the chosen assessment and **ways to improve** the assessment design.

1. Pick ONE assessment you want to critique – specifically one section of an assessment (i.e., the reading section of the IELTS). This can be an assessment given to the student(s) in your field site, a language assessment you can find online, OR an ESL/EFL assessment you are using or have used in the past.
2. Describe the scope of the assessment. Who are the target students? How is the assessment administered (e.g. computer, paper and pencil, presentation, etc.)? What is the intended goal of the assessment (e.g. summative, formative, unit test, placement test, diagnostic test, exit exam, writing assessment, speaking assessment, etc.)? How is it organized? **When you do this, use concrete examples to show the content and structure of the assessment.**
3. Offer an analysis/critique on how the chosen assessment addresses the needs of the target students. Discuss the possible strength and weakness of the assessment using the 521 course readings and/or other scholarly literatures as supporting evidences. Possible topics you could address are the principles of assessment (validity, reliability, washback, authenticity, and practicality), motivation, self-confidence/identity and self-assessment.
4. In your critique, also include how you could improve the assessment and justify your position. Use literatures, class lectures, videos as supporting evidences and cite appropriately. **Include a copy** of the assessment in your Appendix – properly labeled using APA style.
5. This critique should be **3-5 pages** long not counting the cover page, appendix or the reference pages.
6. Upload your paper on 2SC in the coursework section. Please refer to the detailed rubric found either in the Toolbox or Files tab of 2SC)

DUE BY WEEK 5 (*dates vary based on class times*)
(15 points total)

Formative Assessment Designs

1) FORMATIVE LISTENING AND SPEAKING ASSESSMENT

Create a classroom based formative assessment targeting listening and speaking skills of your “tutee” in your “Applied Linguistics” course. Write an assessment objective and describe assessment strategies. (1-2 pages)

DUE BY CLASS TIME OF WEEK 8 *(dates vary based on class times)*
(AND CONDUCT THE ASSESSMENT BY WEEK 11)

2) FORMATIVE READING AND WRITING ASSESSMENT

Create a classroom based formative assessment targeting reading and writing skills of your “tutee” in your “Applied Linguistics” course. Write an assessment objective and describe assessment strategies. (1-2 pages)

DUE BY CLASS TIME OF WEEK 12 *(dates vary based on class times)*
(AND CONDUCT THE ASSESSMENT BY WEEK 14)

Summative Assessment Design - Part of the “Summative Key Assessment” (see Appendix for details)

You will be designing a summative assessment for your prospective student(s)/tutee. When you do this, you should focus on the following:

- 1) assessing multiple **macro** and **micro** skills of listening, speaking, reading or writing (minimum two each). You could also integrate more than one language domain in your assessment.
- 2) fulfilling the purpose of the assessment (e.g. unit test, final exam, exit exam, presentation, etc.)
- 3) using clear language
- 4) minimizing bias, misrepresentation, error, and culturally irrelevant verbiage or example.
- 5) meeting Brown and Abeywickrama's (2010) five principles of assessment - practicality, authenticity, validity, reliability, washback
- 6) include evaluation material(s) such as a rubric/grading criteria, answer key, sample work, etc.

****** If you're using any existing sources, be sure to cite it and include a references page.

DUE BY WEEK 10 (*dates vary based on class times*)

(15 points total)

Summative Key Assessment and Commentary Paper - Part of the Key Assessment. See Appendix for details)

- a) An example of quantitative and qualitative feedback provided to students as part of your formative or summative assessments.
- Include examples of your tutee's or students' (up to three) assessment results - preferably in three score ranges
 - Include examples of quantitative (e.g. score) and qualitative (e.g. written or verbal) feedback you gave to your tutee/students.
- b) A 3-5 paged commentary paper: Include a context, language analysis, and a justification for your assessment design:
- Educational context (EFL/ESL)
 - Target population (age, background, level, and any special learner characteristics, etc.)
 - Cultural context
 - Language skill focus or a combination of skills based on their language needs and systems of English (reading, writing, listening, speaking, grammar, vocabulary, phonology, morphology, discourse, etc.)
 - Conceptual and theoretical rationale for the assessment design: Use relevant readings, theories, course discussions, principles that support your assessment design (e.g. the five principles of assessment - how does your assessment satisfy the principles of assessment?)
 - Inquiry (your next steps): How will the assessment guide your future teaching practices (e.g., what specific data indicates that the student is ready to move onto a new lesson? How would you tailor the instruction to specific groups of students?)

DUE 24 HOURS AFTER THE FINAL CLASS (*dates vary based on class times*)

(20 points total)

The following rubric provides a general guide as to how assignments in this course will be evaluated:

	Excellent	Acceptable	Unsatisfactory
Depth of thought	Shows evidence of depth of thought in preparation, organization, and clarity.	Evidence of depth of thought could be increased in some areas.	Lacks overall depth of thought, clarity, or preparation.
Connection and reference to course readings and other relevant literature	Assignment shows engagement with course readings and other relevant literature and integrates this in an appropriate manner.	Some parts lack connection to course readings or other sources, or they are not integrated in an appropriate way.	Fails to relate to course materials and other relevant literature.
Completeness, adherence to guidelines	All parts of the assignment are done completely and according to guidelines.	All parts of the assignments or presentation are done completely, however, lacks adherence to guidelines in some areas.	Assignment is not entirely complete, and/or shows marked lack of adherence to guidelines.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” <https://policy.usc.edu/student/scampus/part-b>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Discrimination, sexual assault, intimate partner violence, stalking, and harassment are prohibited by the university. You are encouraged to report all incidents to the *Office of Equity and Diversity/Title IX Office* <http://equity.usc.edu> and/or to the *Department of Public Safety* <http://dps.usc.edu>. This is important for the health and safety of the whole USC community. Faculty and staff must report any information regarding an incident to the Title IX Coordinator who will provide outreach and information to the affected party. The sexual assault resource center webpage <http://sarc.usc.edu> fully describes reporting options. Relationship and Sexual Violence Services <https://engemannshc.usc.edu/rsvp> provides 24/7 confidential support.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://ali.usc.edu>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* <http://dsp.usc.edu> provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu> will provide safety and other updates, including ways in which instruction will be continued by means of Blackboard, teleconferencing, and other technology.

UNIT 1: ASSESSMENT CONCEPTS and ISSUES

Week 1

Introduction

This unit will help us define the different issues and concepts related to assessment. We'll discuss the types and purposes of different assessments, history, and trends for current and future practice and research.

Upon completion of this unit, candidates will be prepared to:

- Understand organization of course: course syllabus, course requirements, management, etc.
- Understand different purpose of the assessments.
- Differentiate among assessment, test and evaluation.
- Understand how assessment is a socially constructed process.
- Identify various factors influencing assessment.

Assignments

- Class Time
- Mediated Forum Discussions

Required Reading/Viewing:

In preparation for week 1 class time...

- Brown and Abeywickrama (2010) Chapter 1 - Assessment Concepts and Issues
- Part III from Kusimo, P., Ritter, M., Busick, K., Ferguson, C., Trumbull, E., & Solano-Flores, G. (2000). Making assessment work for everyone. *WestEd*, San Francisco, CA. p. 46-76.
- Watch World Language Assessment: Type of Assessment:
<https://www.youtube.com/watch?v=nHhwtxEji9A>

UNIT 2: CULTURALLY RESPONSIVE ASSESSMENT AND LINGUISTIC IDENTITY

Week 2

Introduction

This unit will expand the notion of assessment practice using the concept of culturally responsive instruction. This exploration is rooted in the assumption that schooling is a culturally embedded practice. Through this lens, candidates will explore how learner identity and linguistic ego influence assessment processes. To begin, this unit will help us reflect on ourselves as learners and how our perceptions and linguistic ego shape the ways we assess others. This exploration is rooted in the assumption that the more we critically reflect on our own experience, assumptions and biases, the better prepared we will be to understand assessment process as a socially constructed experience.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Reflect on their own linguistic ego and self-confidence on assessment contexts, experiences and results.
- Understand how assessment is a socially constructed process.
- Identify various teacher factors influencing assessment.
- Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

Assignments

- Class Time
- Mediated Forum Discussions (during week 1 and week 2)

Required Reading/Viewing

In preparation for week 2 class time...

- Moussu, L., & Llurda, E. (2008). Non-native English-speaking English language teachers: History and research. *Language Teaching*, 41(3), 315-348. Retrieved October 8, 2010, from Education Module. (Document ID: 1604088581).
- Peirce, B. N. (1995). Social Identity, Investment, and Language Learning. *TESOL Quarterly*, 29(1). p. 9-31.
- Read Part V from Kusimo, P., Ritter, M., Busick, K., Ferguson, C., Trumbull, E., & Solano-Flores, G. (2000). Making assessment work for everyone. *WestEd*, San Francisco, CA., p. 133-155.

UNIT 3: ASSESSMENT PRINCIPLES, TESTING AND EVALUATION

Week 3

Introduction

This unit will help candidates understand the concept of assessment, testing and evaluation. Sometimes teacher candidates think of assessment and testing as synonymous concepts, but they need to be further differentiated. In this unit, major principles of assessment including types of assessment, self-assessment, reliability, validity and washback will be explored. Current and past issues related to assessment will also be discussed to help teacher candidates design and perform classroom assessments.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Differentiate among assessment, testing and evaluation.
- Understand the principles of assessment.
- Understand the purposes of different methods of assessment.
- Identify the current and past issues in language assessment

Assignments

- Class Time
- Live Study Group (during week 3)

Required Reading/Viewing

In preparation for week 3 class time...

- Brown and Abeywickrama (2010) Chapter 2 - Principles of Language Assessment
- Read the document titled "What do we mean by the washback effect of testing?" The document could be found in this link: <http://legacy.icao.int/icao/en/anb/meetings/ials2/Docs/15.Shawcross.pdf>
- Watch the lecture video on principles of assessments

UNIT 4: STANDARDIZED TESTING, STANDARD, AND COMPETENCIES

Week 4

Introduction

In this unit, candidates will learn about the issues related to standardized testing, standards and competencies. Standardized testing and standards are intertwined with many factors of classroom teaching and assessments both overtly and subtly. Some of these factors include, but are not limited to, the issues of accountability, content of student learning, teaching and assessment methods, washback, and teacher effectiveness. We will discuss the advantages and disadvantages of standardized testing, how it explicitly and implicitly impacts classroom assessment, and how we can best use it to improve our teaching practice for diverse English Language Learners.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Understand advantages and disadvantages of standardized testing and standards.
- Articulate how standardized testing and standards may inform and hinder classroom instruction and assessment.
- Examine constructs underlying various standardized testing.
- Learn to develop standards-based assessments and learn how to analyze their effectiveness.
- Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- Candidates learn potential influences of standards-based teaching and learning on classroom instruction. Candidates focus on different ways to use standards as a way to inform their instruction and assessment.

Assignments

- Class Time

Required Reading/Viewing

In preparation for week 4 class time...

- Brown and Abeywickrama (2010) Chapters 4 & 5 - Standards-Based Assessment (Ch. 4) and Standardized Testing (Ch. 5)
- Luxia, Q. (2005). Stakeholder's conflicting aims undermine the washback function of a high-stakes test. *Language Testing* 22 (2), pp. 142-173.
- You are required to explore the 1) TESOL/NCATE program standard or the California State Standards AND either 2) WIDA standards (if you're K-12 candidates) OR CASAS standards (if you're targeting adult ELs). Use the "Standards Activity Worksheet" located in the toolbox as a basis to reflect on the standards (This part is REQUIRED). If you turn it into your instructor, you'll get an extra credit towards your participation grades (This part is OPTIONAL).
 - TESOL/NCATE Program Standards for K-12 Teacher Education Programs. Can be retrieved from: <http://www.ncate.org/ProgramStandards/TESOL/TesolStd.pdf>
 - California State Standards for ELD. Can be retrieved from: <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>

- WIDA Standards. Can be retrieved from: <http://www.wida.us/standards/elp.aspx>
- CASAS content standards for adult school competencies. Can be retrieved from: <https://casas.org/product-overviews/curriculum-management-instruction/casas-competencies>

UNIT 5: ALTERNATIVE ASSESSMENT, GRADING AND STUDENT EVALUATION

Week 5

Introduction

In this unit, candidates will be using their prior knowledge gained from their other courses on teaching and learning to address the issues of assessment. Using the concepts and ideas they have about teaching and learning, candidates will explore ways in which assessment would inform their teaching. The discussion will expand our understanding of assessment as a source of instruction, information gathering, evaluation of teaching, and reflection of socio-cultural theory. The purpose of this unit is to place the discussion of assessment more explicitly within the spectrum of MAT-TESOL by examining assessment as a practice of teaching and learning.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Understand the role of assessment in instruction of diverse English Language Learners.
 - Identify ways to use assessments to inform their teaching.
 - Describe examples of linkages between teaching practices and classroom grading and student evaluation.
 - Analyze the prevailing assessment practices in the candidate's target country.

Assignments

- Class Time
- Mediated Forum Discussions
- Assessment Critique (Due by the Saturday of Week 5)

Required Reading/Viewing

In preparation for week 5 class time...

- Brown and Abeywickrama (2010) Chapter 6 - Beyond Tests: Alternatives in Assessments and Chapter 12 - Grading and Student Evaluation
- Henning, J., Stone, J. & Kelly, J. (2009). Eight pre and post tests. Chapter 3 in Using Action Research to Improve Instruction: An Interactive Guide for Teachers. pp.128-135.
- Watch: Rick Wormeli: How Much Should Homework Count? <https://youtu.be/nMJ-vEl4WB8>
- Watch: Shaping the Way We Teach English: Alternative Assessment: <https://www.youtube.com/watch?v=FkK06hpQmt4>

UNIT 6: DYNAMIC ASSESSMENT AND ASSESSING WITH TECHNOLOGY

Week 6

Introduction

In this unit, candidates will be using their prior knowledge gained from their other courses on teaching and learning to address the concept of dynamic assessment. Using the concepts and ideas they have about teaching and learning, candidates will explore the difference between static and dynamic assessment, and the rationale behind each of these two types of assessment. The discussion will expand our understanding of assessment as a source of instruction, information gathering, evaluation of teaching, and reflection of socio-cultural theory. In this unit, we will also expand our discussion of assessment to the topics of technology. As with all units, candidate will be asked to synthesize their prior knowledge from other units and courses to expand on the topics of this unit.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Identify the features of dynamic assessment, and how, when and why to use dynamic assessments in classroom levels.
- Give examples of dynamic assessments in different contexts and justify their uses with theories and concepts.
- Demonstrate an understanding of when and how to use dynamic assessments based on student characteristic, language, ability, culture, and context.
- Design their own dynamic assessment using relevant theories, concepts and other related information.
- Critically analyze the role of technology in the process of assessment planning and implementation.
- Discuss practical and effective ways of using technology to assess students' learning.
- Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

Assignments

- Class Time
- Mini-Assessment Design – Group 1 Presentation

Required Reading/Viewing

In preparation for week 6 class time...

- Poehner, M. & Lantolf, J. (2005). Dynamic assessment in the language classroom. *Language Teaching Research*, 9(3), 233-265. This can be accessed at:
<https://jonturnerhct.files.wordpress.com/2015/08/dynamic-assessment-in-language-classroom.pdf>
- Read: Technology and Learning: Defining what you want to assess: (follow the link below)
<https://net.educause.edu/ir/library/pdf/ELI3005.pdf>
- Read: Innovations in learning technologies for English language teaching Chapter 6: Assessment (follow the link below)
<https://www.teachingenglish.org.uk/sites/teacheng/files/C607%20Information%20and%20Communication WEB%20ONLY FINAL.pdf>

- Watch: World Language Assessment | Technology in Assessment:
<https://www.youtube.com/watch?v=rS0JOT2WdaE>
- Watch: Dynamic Assessment and Foreign Language Education:
<https://www.youtube.com/watch?v=pn1qvrW0KIU>

UNIT 7: ASSESSING LISTENING

Week 7

Introduction

Our focus will now shift from macro-level of educational measurement and teaching in general to the more micro-level classroom assessment of the four skills – listening, speaking, reading, and writing. To begin this discussion, this unit will focus on the specific methods of assessment used in listening. First, candidates will examine the micro and macro skills of listening and different types of assessments to measure students' listening skills. Finally, this unit will help candidates design classroom level assessment to measure students' listening. The topics of the previous units including learner perception and identity, assessment and instruction, principles of assessment will be used in the hands-on activities.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Identify the major methods of assessments used in listening, their strength, weakness, and how, when and why to use them in classroom levels.
- Give examples of assessments for listening in different contexts and justify their uses with theories and concepts.
- Demonstrate an understanding of when and how to differentiate assessments for listening based on student characteristic, language, ability, culture, and context.
- Design their own assessment in listening using various theories, concepts and other related information.
- Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Assignments

- Class Time
- Mini-Assessment Design – Group 2 Presentation

Required Reading/Viewing

In preparation for week 7 class time...

- Brown and Abeywickrama (2010) Chapters 7 - Assessing Listening
- Part III from Kusimo, P., Ritter, M., Busick, K., Ferguson, C., Trumbull, E., & Solano-Flores, G. (2000). Making assessment work for everyone. *WestEd*, San Francisco, CA., p. 78-111.
- Watch: World Language Assessment: Assessing Communication:
https://www.youtube.com/watch?v=xUhS6zw_C2o

UNIT 8: ASSESSING SPEAKING

Week 8

Introduction

This unit will focus on the specific methods of assessment used in speaking. First, candidates will examine the micro and macro skills of speaking and different types of assessments to measure students' speaking skills. Finally, this unit will help candidates design classroom level assessment to measure students' speaking. The topics of the previous units including learner perception and identity, assessment and instruction, principles of assessment will be used in the hands-on activities.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Identify the major methods of assessments used in speaking, their strength, weakness, and how, when and why to use them in classroom levels.
- Give examples of assessments for speaking in different contexts and justify their uses with theories and concepts.
- Demonstrate an understanding of when and how to differentiate assessments for speaking based on student characteristic, language, ability, culture, and context.
- Design their own assessment in speaking using various theories, concepts and other related information.
- Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Assignments

- Class Time
- Formative Assessment Design – Listening and Speaking
- Mini-Assessment Design – Group 3

Required Reading/Viewing

In preparation for week 8 class time...

- Brown and Abeywickrama (2010) Chapters 8 - Assessing Speaking
- View the two student assessment videos on the LMS. As you watch this video, construct your own rubric of your assessment first – How would you assess their performance and decide whether or not they are ready to teach in English? What criteria would you include in the rubric to assess students' speaking ability? What are the important factors you need to consider before, during and after your assessment? Using your own rubric, assess the students' speaking ability and bring the ideas to this week's class time.

UNIT 9: ASSESSING READING

Week 9

Introduction

In this unit, candidates continue their study of classroom level assessment of four skills by focusing on reading. To begin this discussion, this unit will focus on the specific methods of assessment used in reading. First, candidates will examine the micro and macro skills of reading and different types of assessments to measure students' reading skills. Finally, this unit will help candidates design classroom level assessments. The topics of the previous units including learner perception and identity, assessment and instruction, principles of assessment will be used in the hands-on activities. We will also discuss how the assessments of the four skills overlap and inform one another.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Identify the major methods of assessments used in reading, their strength, weakness, and how, when and why to use them in classroom levels.
- Give examples of assessments for reading in different contexts and justify their uses with theories and concepts.
- Demonstrate an understanding of when and how to differentiate assessments for reading based on student characteristic, language, ability, culture, and context.
- Design their own assessment in reading using various theories, concepts and other related information.
- Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Assignments

- Class Time
- Mini-Assessment Design – Group 4 Presentation

Required Reading/Viewing

In preparation for week 9 class time...

- Brown and Abeywickrama (2010) Chapter 9 - Assessing Reading
- Grabe, W. (2008). Reading assessment. In *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press. p. 352-375.
- World Language Assessment: Assessment for Learning:
<https://www.youtube.com/watch?v=AVuGHbupW7E>

UNIT 10: ASSESSING WRITING

Week 10

Introduction

In this unit, candidates continue their study of classroom level assessment of four skills by focusing on writing. To begin this discussion, this unit will focus on the specific methods of assessment used in writing. First, candidates will examine the micro and macro skills of reading and different types of assessments to measure students' writing skills. Finally, this unit will help candidates design classroom level assessments. The topics of the previous units including learner perception and identity, assessment and instruction, principles of assessment will be used in the hands-on activities. We will also discuss how the assessments of the four skills overlap and inform one another.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Identify the major methods of assessments used in writing, their strength, weakness, and how, when and why to use them in classroom levels.
- Give examples of assessments for writing in different contexts and justify their uses with theories and concepts.
- Demonstrate an understanding of when and how to differentiate assessments for writing based on student characteristic, language, ability, culture, and context.
- Design their own assessment in writing using various theories, concepts and other related information.
- Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Assignments

- Class Time
- Summative Assessment Design Due

Required Reading/Viewing

In preparation for week 10 class time...

- Brown and Abeywickrama (2010) Chapter 10 - Assessing Writing
- Ferris, D., & Hedgcock, J. (2005). Classroom approaches to ESL writing assessment. In *Teaching ESL Composition: Purpose, Process, and Practice*. Lawrence Erlbaum. p. 299-343.
- Watch: World Language Assessment: Using Feedback:
<https://www.youtube.com/watch?v=O8hhHggnbl9M>

UNIT 11: ASSESSING GRAMMAR

Week 11

Introduction

In this unit, candidates continue their study of classroom level assessment by focusing on grammar, or form-focused assessment. To begin this discussion, this unit will focus on the specific methods of assessment used in grammar. This unit will then help candidates design classroom level assessments targeted to measure grammar. The topics of the previous units including learner perception and identity, assessment and instruction, principles of assessment will be used in the hands-on activities. Reflecting on the previous units on assessment of the four skills, we will also discuss how this form-focused assessment is embedded in assessments of the four skills.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Identify the major methods of assessments used to measure grammar, their strength, weakness, and how, when and why to use them in classroom levels.
- Give examples of assessments for grammar in different contexts and justify their uses with theories and concepts.
- Demonstrate an understanding of when and how to differentiate assessments for grammar based on student characteristic, language, ability, culture, and context.
- Design their own assessment in grammar using various theories, concepts and other related information.
- Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Assignments

- Class Time

Required Reading/Viewing

In preparation for week 11 class time...

- Brown and Abeywickrama (2010) Assessing Grammar and Vocabulary - Read the portion about assessing grammar, p. 293-304.
- Thornbury, S. (1999). How to test grammar. *In How to Teach Grammar*. Pearson. pp. 141-150.

UNIT 12: ASSESSING VOCABULARY

Week 12

Introduction

In this unit, candidates continue their study of classroom level assessment by focusing on vocabulary, or form-focused assessment. To begin this discussion, this unit will focus on the specific methods of assessment used in vocabulary. This unit will then help candidates design classroom level assessments targeted to measure vocabulary knowledge and skills. The topics of the previous units including learner perception and identity, assessment and instruction, principles of assessment will be used in the hands-on activities. Reflecting on the previous units on assessment of the four skills, we will also discuss how this form-focused assessment is embedded in assessments of the four skills.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Identify the major methods of assessments used to measure vocabulary, their strength, weakness, and how, when and why to use them in classroom levels.
- Give examples of assessments for vocabulary in different contexts and justify their uses with theories and concepts.
- Demonstrate an understanding of when and how to differentiate assessments for vocabulary based on student characteristic, language, ability, culture, and context.
- Design their own assessment in vocabulary using various theories, concepts and other related information.
- Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

Assignments

- Class Time
- Formative Assessment – Reading and Writing (Due by the class time)

Required Reading/Viewing

In preparation for week 12 class time...

- Brown and Abeywickrama (2010) Chapter 11 - Assessing Grammar and Vocabulary; read the portion on vocabulary assessment
- Nation, I.S.P. (2008). Testing vocabulary knowledge. In *Teaching Vocabulary: Strategies and Techniques*. Heinle Cengage Learning. pp. 141-156.
- Watch: Shaping the Way We Teach English: Contextualizing Language:
<https://www.youtube.com/watch?v=Qu2JRqTdtGQ>

UNIT 13: LIVE GROUP MEETING – FOR “SUMMATIVE ASSESSMENT, COMMENTARY AND FEEDBACK” ASSIGNMENT

Instead of our regular class time, the scheduled class time will be used to meet with your group members to help each other for the final project.

- 1) One of the group members needs to host a live group meeting
- 2) Spend at least 15 minutes to discuss one person's project ideas (e.g. If there are 4 members, spend at least 1 hour → 15 minutes X 4 members)
- 3) Record the meeting so that your instructor can watch the recording and give you points based on your attendance and participation.
- 4) Submit the written feedback to each of your group members' ideas individually on the LMS and email the file(s) to your group members.

UNIT 14: ASSESSMENT DECISIONS – DILEMMAS AND BIASES

Week 14

Introduction

In this unit, we will expand our discussion of assessment to the topics of dilemmas and biases. We will use a critical framework to reflect on assessment processes, dilemmas and biases, and how the processes may contribute to inequity. In particular, we will discuss referrals to special education placement, how we prevent inappropriate referrals and ways to maintain fairness of assessments. As with all units, candidate will be asked to synthesize their prior knowledge from other units and courses to expand on the topics of this unit. Examples of relevant topics from previous discussions include learner identity and motivation, status of language, standards and standardized testing, validity and reliability, stereotypes, and minority status.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Critically analyze the role of assessment and its broader implications.
- Describe the role of assessment both in terms of promoting learning and as a means of status and power attainment.
- Identify specific ways in which assessment marginalizes students in different contexts.
- Identify dilemmas and biases associated with assessment and how we can cope with them.
- Critique others' assessment designs using the concepts, theories, policy and practice of assessment.
- Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

Assignments

- Class Time
- Live Group Meeting – Summative Assessment, Commentary and Feedback – Feedback Due by Saturday.

Required Reading/Viewing

In preparation for week 14 class time...

- Garcia, S., & Ortiz, A. (1988). Preventing inappropriate referrals of language minority students to special education. *National Clearinghouse for Bilingual Education* (5).
- Kunnan, A. J. (2000). Fairness and justice for all. In A. J. Kunnan (ed.), *Studies in language testing 9: Fairness and validation in language assessment*. Cambridge: UCLES pp. 1-10.
- Listen to the audio clip: "Assessing Culturally and Linguistically Diverse Students"
http://iris.peabody.vanderbilt.edu/interview/articles_testing/
- Go through the entire module titled (It will take you about 40 minutes to complete the module) "Differentiated Instruction: Maximizing the Learning of All Students"
<http://iris.peabody.vanderbilt.edu/module/di/>

UNIT 15: EVALUATION OF ASSESSMENT RESULTS

Week 15

Introduction

In this unit, we will wrap up the course by examining how assessment results could guide future instruction and what instructors can do to promote a positive learning environment. In so doing, we will revisit the themes of this course including designing and interpreting assessments with consideration of culture, value, gender and socio-economic status. Ways to promote on-going, anxiety-free assessment environments will also be discussed.

Objectives

Upon completion of this unit, candidates will be prepared to:

- Articulate ways to promote culturally responsive instruction and assessments
- Design classroom assessments with consideration of culture, value, gender and socio-economic status.
- Interpret and analyze assessment processes and results with consideration of culture, value, gender and socio-economic status.
- Articulate ways to promote welcoming, engaging and anxiety-free assessment environments.
- Critique others' assessment designs using the concepts, theories, policy and practice of assessment.
- Interpret English learners' assessment data to identify the language learning students' level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

Assignments

- Class Time
- Mediated Forum Discussions (During Week 10)
- Summative Assessment, Feedback and Commentary (Final Project)

Recommended Reading *(not required readings)*

In preparation for week 15 class time...

- Santamaria, L. (2009). Culturally Responsive Differentiated Instruction: Narrowing Gaps Between Best Pedagogical Practices Benefiting All Learners. *Teachers College Record*, 111(1).
- Samuels, M. & Ryan K. (2011). Grounding evaluations in culture. *American Journal of Evaluation*, 32(2), pp 183-198

UNIT 16: SUMMATIVE LEARNING EXPERIENCE FORUM POST

Week 16

Credit/No credit assignment

You have 24-hours to address ONE of the following questions on 2SC. The forum post should be a minimum of one-paragraph uploaded here, the course wall – make sure you identify which question you selected to answer. Also, please make sure you comment on two of your peers' posts. ALL students are responsible for completing this portion of the course to finalize the term; this is a credit/no credit task. Please remind your peers!

1. "Technology can help us imagine and redefine assessment in a variety of ways. These tools can provide unobtrusive measurements for learners who are designing and building products, conducting experiments using mobile devices, and manipulating parameters in simulations" ("Technology", 2018). What are the pros and cons of this statement on technology redefining how assessments are developed and implemented? Provide literature-based evidence for your response/justification.

Reference: How technology transforms assessment (2018). Retrieved from <https://tech.ed.gov/netp/assessment/>

2. "Assessment and instruction are inseparable."
Do you agree or disagree with this statement? Provide literature-based evidence for your response/justification.
3. We are inevitably surrounded by standardized tests – from grade school to getting credentials for our careers – thus it's crucial teachers/instructors know how to support students beyond just teaching to the test. What are some ways we can adequately and appropriately equip students to be successful on these formal, summative assessments? Provide literature-based evidence for your response/justification.

EDUC 521: COURSE AND ASSIGNMENT OVERVIEW

The following table provides an overview of the units and assignments, possible points earned, and when assignments are due. Detailed instructions for all weekly assignments and activities are provided in the Course Schedule section of this syllabus below and on the 2SC learning management system. *NOTE: The most detailed assignment instructions and guidelines, as well as all supporting documents and resources, will generally be found on the 2SC learning management system.*

<i>Unit</i>	<i>Weekly Topics</i>	<i>Pts</i>	<i>Assignments</i>	<i>Due Date</i>
Unit 1 Week 1	Assessment Concepts and Issues - Class Time - Mediated Forum Discussions #1	1 1	Required Readings/Viewings: <ul style="list-style-type: none"> Brown and Abeywickrama (2010) Chapter 1 - Assessment Concepts and Issues Part II from Kusimo, P., Ritter, M., Busick, K., Ferguson, C., Trumbull, E., & Solano-Flores, G. (2000). Making assessment work for everyone. <i>WestEd</i>, San Francisco, CA. p.46-76. Watch World Language Assessment: Type of Assessment: https://www.youtube.com/watch?v=nHhwtxEji9A 	BY CLASS TIME 24-hrs after Week 1 class for original posts and 48-hrs after Week 1 class for responses to peers' posts
Unit 2 Week 2	Culturally Responsive Assessment and Linguistic Identity - Class Time & Participation - Mediated Forum Discussions #2	1 1	Required Readings/Viewings: <ul style="list-style-type: none"> Moussu, L., & Llorca, E. (2008). Non-native English-speaking English language teachers: History and research. <i>Language Teaching</i>, 41(3), 315-348. Retrieved October 8, 2010, from Education Module. (Document ID: 1604088581). Peirce, B. N. (1995). Social Identity, Investment, and Language Learning. <i>TESOL Quarterly</i>, 29(1). p. 9-31. Read part V (p. 133-155) from Kusimo, P., Ritter, 	24-hrs after Week 1 class for original posts and 48-hrs after Week 1 class for responses to peers' posts

			M., Busick, K., Ferguson, C., Trumbull, E., & Solano-Flores, G. (2000). Making assessment work for everyone. <i>WestEd</i> , San Francisco, CA.	
Unit 3 Week 3	Assessment Principles, Testing, and Evaluation - Class Time & Participation - Live Study Group for Mini Assessment Presentation Preparation	1 2	Required Readings/Viewings: <ul style="list-style-type: none"> Brown and Abeywickrama (2010) Chapter 2 - Principles of Language Assessment ✓ Read the document titled "What do we mean by the washback effect of testing?" The document could be found in this link: http://legacy.icao.int/icao/en/anb/meetings/ia_ls2/Docs/15.Shawcross.pdf Watch the lecture video on principles of assessments 	Any time <u>one week</u> before your presentation

<p>Unit 4 Week 4</p>	<p>Standardized Testing, Standard, and Competencies</p> <p>- Class Time & Participation</p>	<p>1</p>	<p>Required Readings/Viewings:</p> <ul style="list-style-type: none"> • Brown and Abeywickrama (2010) Chapter 4 - Standards-Based Assessment and Chapter 5 - Standardized Testing • Luxia, Q. (2005). Stakeholder's conflicting aims undermine the washback function of a high-stakes test. <i>Language Testing</i> 22 (2), pp. 142-173. • You are required to explore the 1) TESOL/NCATE program standard or the California State Standards AND either 2) WIDA standards (if you're K-12 candidates) or CASAS standards (if you're targeting adult ELs). Use the "Standards Activity Worksheet" located in the toolbox as a basis to reflect on the standards. (This part is REQUIRED). If you turn it in to your instructor, you'll get an extra credit towards your participation grades. (This part is OPTIONAL) - TESOL/NCATE Program Standards for K-12 Teacher Education Programs. Can be retrieved from: http://www.ncate.org/ProgramStandards/TESOL/TesolStd.pdf - California State Standards for ELD. Can be retrieved from: http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf - WIDA Standards. Can be retrieved from: http://www.wida.us/standards/elp.aspx - CASAS content standards for adult school competencies. Can be retrieved from: https://casas.org/product-overviews/curriculum-management-instruction/casas-competencies 	
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Unit 5 Week 5	Grading and Student Evaluation		Required Readings/Viewings:	
	- Class Time & Participation	1	<ul style="list-style-type: none"> Brown and Abeywickrama (2010) Chapter 6 - Beyond Tests: Alternatives in Assessments and Chapter 12 - Grading and Student Evaluation 	
	- Mediated Forum Discussions #3	1	<ul style="list-style-type: none"> Henning, J., Stone, J. & Kelly, J. (2009). Eight pre and post tests. Chapter 3 in Using Action Research to Improve Instruction: An Interactive Guide for Teachers. pp.128-135. 	24-hrs after Week 1 class for original posts and 48-hrs after Week 1 class for responses to peers' posts
	- Assessment Critique Due	15	<ul style="list-style-type: none"> Watch: Rick Wormeli: How Much Should Homework Count? https://youtu.be/nMJ-vEl4WB8 Watch: Shaping the Way We Teach English: Alternative Assessment: https://www.youtube.com/watch?v=FkK06hpQmt4 	SATURDAY OF WEEK 5

Unit 6 Week 6	Dynamic Assessment and Assessing with Technology - Class Time & Participation - Mini-Assessment Group 1 Presentation	1 (15)	Required Readings/Viewings: <ul style="list-style-type: none"> • Poehner, M. & Lantolf, J. (2005). Dynamic assessment in the language classroom. Language Teaching Research, 9(3), 233-265. This can be accessed at: https://jonturnerhct.files.wordpress.com/2015/08/dynamic-assessment-in-language-classroom.pdf • Read: Technology and Learning: Defining what you want to assess: (follow the link below) https://net.educause.edu/ir/library/pdf/ELI3005.pdf • Read: Innovations in learning technologies for English language teaching Chapter 6: Assessment (follow the link below) https://www.teachingenglish.org.uk/sites/teaching/files/C607%20Information%20and%20Communication_WEB%20ONLY_FINAL.pdf • Watch: World Language Assessment Technology in Assessment: https://www.youtube.com/watch?v=rS0JOT2WdUE • Watch: Dynamic Assessment and Foreign Language Education: https://www.youtube.com/watch?v=pnlqvrW0KlU 	IN CLASS TIME
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Unit 7 Week 7	Assessing Listening - Class Time & Participation - Mini-Assessment Group 2 Presentation	1 (15)	Required Readings/Viewings: <ul style="list-style-type: none"> Brown and Abeywickrama (2010) Chapters 7 - Assessing Listening Part III from Kusimo, P., Ritter, M., Busick, K., Ferguson, C., Trumbull, E., & Solano-Flores, G. (2000). Making assessment work for everyone. <i>WestEd</i>, San Francisco, CA. p.78-111. Watch: World Language Assessment: Assessing Communication: https://www.youtube.com/watch?v=xUhS6zw_C2o 	IN CLASS TIME
Unit 8 Week 8	Assessing Speaking - Class Time & Participation - Mini-Assessment Group 3 Presentation - FORMATIVE LISTENING AND SPEAKING ASSESSMENT	1 (15) 3	Required Readings/Viewings: <ul style="list-style-type: none"> Brown and Abeywickrama (2010) Chapter 8 - Assessing Speaking View the two student assessment videos on the LMS. As you watch this video, construct your own rubric of your assessment first – How would you assess their performance and decide whether or not they are ready to teach in English? What criteria would you include in the rubric to assess students' speaking ability? What are the important factors you need to consider before, during and after your assessment? Using your own rubric, assess the students' speaking ability and bring the ideas to this week's class time. 	IN CLASS TIME BY CLASS TIME WEEK 8

Unit 9 Week 9	Assessing Reading - Class Time & Participation - Mini-Assessment Group 4? Presentation	1 (15)	Required Readings/Viewings: <ul style="list-style-type: none"> Brown and Abeywickrama (2010) Chapter 9 - Assessing Reading Grabe, W. (2008). Reading assessment. In <i>Reading in a Second Language: Moving from Theory to Practice</i>. Cambridge University Press. p. 352-375. World Language Assessment: Assessment for Learning: https://www.youtube.com/watch?v=AVuGHbupW7E 	IN CLASS TIME
Unit 10 Week 10	Assessing Writing - Class Time & Participation - SUMMATIVE ASSESSMENT	1 15	Required Readings/Viewings: <ul style="list-style-type: none"> Brown and Abeywickrama (2010) Chapter 10 - Assessing Writing Ferris, D., & Hedgcock, J. (2005). Classroom approaches to ESL writing assessment. In <i>Teaching ESL Composition: Purpose, Process, and Practice</i>. Lawrence Erlbaum. p. 299-343. Watch: World Language Assessment: Using Feedback: https://www.youtube.com/watch?v=O8hhHgnbl9M 	DUE BY THE SATURDAY OF WEEK 10

Unit 11 Week 11	Assessing Grammar - Class Time & Participation	1	Required Readings/Viewings: <ul style="list-style-type: none"> Brown and Abeywickrama (2010) Assessing Grammar and Vocabulary - Read the portion about assessing grammar, p. 293-304. Thornbury, S. (1999). How to test grammar. <i>In How to Teach Grammar</i>. Pearson. p. 141-150. 	
Unit 12 Week 12	Assessing Vocabulary - Class Time & Participation - FORMATIVE READING AND WRITING ASSESSMENT	1 3	Required Readings/Viewings: <ul style="list-style-type: none"> Brown and Abeywickrama (2010) Chapter 11 - Assessing Grammar and Vocabulary. Read the portion on vocabulary assessment Nation, I.S.P. (2008). Testing vocabulary knowledge. In <i>Teaching Vocabulary: Strategies and Techniques</i>. Heinle Cengage Learning. p. 141-156. Watch: Shaping the Way We Teach English: Contextualizing Language: https://www.youtube.com/watch?v=Qu2JRqTdtGQ 	BY THE CLASS TIME IN WEEK 12

<p>Unit 13 Week 13</p>	<p>Live Group Meetings</p> <p>- Group Meeting & Participation</p>	<p>1</p>	<p>Instead of our regular class time, the scheduled class time will be used to meet with your group members to help each other for the final project.</p> <ol style="list-style-type: none"> 1) One of the group members needs to host a live group meeting 2) Spend at least 15 minutes to discuss one person's project ideas (e.g. If there are 4 members, spend at least 1 hour → 15 minutes X 4 members) 3) Record the meeting so that your instructor can watch the recording and give you points based on your attendance and participation. 4) Submit the written feedback to each of your group members' ideas individually on the LMS and email the file(s) to your group members. <p>I will be available throughout normal "class time" hours in case you have any questions.</p>	
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Unit 16 Week 16	Summative Learning Experience Forum Post	C/NC	Forum post on 2SC	24-hrs after posting
Final week	Reflection Session - Feedback given by Instructor	X	Students with grades lower than an A- (90%) will receive an email from me during the semester; if additional feedback is necessary, it will be addressed well before the final week.	
TOTAL POINTS POSSIBLE		100		

Appendix A

MAT-TESOL PROGRAM KEY ASSESSMENT: CLASSROOM-BASED ASSESSMENT DESIGN

Effective language teachers assess students' performance using a variety of instruments. The objective of this key assessment is to assess candidates' conceptual and procedural readiness to design a classroom based assessment for a specified language teaching and learning situation. To demonstrate candidates' procedural readiness in these areas, they will submit a classroom based assessment, rubric, and the qualitative feedback they provided to the students. Candidates' problem solving skills and conceptual readiness in designing and administering assessments will be assessed using their commentary.

TESOL/NCATE STANDARDS

4A. Issues of Assessment for English Language Learners

Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

4B. Language Proficiency Assessment

Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs

4C. Classroom-Based Assessment for ESL

Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.

GUIDELINES:

This Key Assessment should include:

1) Summative Assessment

- a) A copy of the assessment and rubric or scoring guide for rater(s). Be sure to cite if you're using any part of an existing source.
- b) Lesson plan: Create one lesson plan. Your lesson plan should contain the following details: (See template)
 - Lesson objectives and standards used
 - Learning activities, teaching method, procedures, and materials chosen to teach the specific student population

2) Commentary and Feedback

- a) Quantitative and qualitative feedback provided to students: (Due Week 15)

- Include examples of three students' assessment results (preferably in three score ranges)
 - Include the quantitative (e.g. score) and qualitative (e.g. written or verbal) feedback you would have given to the students.
- b) A 3-5 pages Commentary: Include a context and language analysis, and the justification for the assessment design:
- educational context (EFL/ESL)
 - target population (age, background, level, and any special learner characteristics, etc.)
 - cultural context
 - language skill focus or a combination of skills based on their language needs and systems of English (reading, writing, listening, speaking, grammar, vocabulary, phonology, morphology, discourse, etc)
 - conceptual and theoretical rationale for the assessment design: Use relevant readings, theories, course discussions, principles that support your assessment design. (e.g. principles of assessment (How does your assessment satisfy the principles of assessment? – validity, reliability, practicality, authenticity and washback)
 - Your next steps – **Inquiry**: how the assessment guides future teaching: e.g. what specific data would indicate that you're ready to move on to a new lesson? How would you tailor the instruction to specific groups of students?

Summative Assessment, Rubric/Grading criteria (15 points total)				
	<i>Distinguished (5)</i>	<i>Proficient (4)</i>	<i>Basic (3)</i>	<i>Unsatisfactory (2-0)</i>
Connection to context and language analysis (5 points)	<p>The assessment clearly focuses on assessing a variety of skills (both macro and micro) within one or multiple language skill area needed by the students</p> <p>AND</p> <p>The context and language analysis are clearly represented in the assessment.</p>	<p>The assessment somewhat focuses on assessing skills within one or multiple language skill area needed by the students.</p> <p>AND</p> <p>The context and language analysis are represented in the assessment.</p>	<p>The assessment does not assess the skill area needed by the students OR the skill(s) is not clearly represented in the assessment.</p>	<p>The assessment does not assess the skill area needed by the students AND the skill(s) is not clearly represented in the assessment.</p>

<p>Assessment objectives (5 points)</p>	<p>The assessment design fulfills its objective. This is shown clearly throughout the assessment: the wordings of the prompts, instructions, examples, illustration(s), format and organization. This is also reflected in the way it is administered (the speed of the listening prompt, the font and illustration, the choice of words, the options for student responses, etc.)</p> <p>The assessment has potential for higher validity, reliability, authenticity, practicality and positive washback.</p> <p>AND</p> <p>Bias is kept to minimum and the assessment maintains fairness for all of its intended audience.</p>	<p>The design somewhat fulfills the objective of the assessment. This is shown throughout the assessment: the wordings of the prompts, instructions, examples, illustration(s), format and organization. This is also reflected in the way it is administered (the speed of the listening prompt, the font and illustration, the choice of words, the options for student responses, etc.)</p> <p>The assessment has potential for some of these principles but not for all: validity, reliability, authenticity, practicality and positive washback.</p> <p>AND</p> <p>Bias is kept to minimum and the assessment maintains fairness for all of its intended audience.</p>	<p>The design has limited potential to fulfill the objective of the assessment. This is shown throughout the assessment: the wordings of the prompts, instructions, examples, illustration(s), format and organization. This is also reflected in the way it is administered (the speed of the listening prompt, the font and illustration, the choice of words, the options for student responses, etc.)</p> <p>The assessment is weak in most of these principles: validity, reliability, authenticity, practicality and positive washback.</p> <p>AND/OR</p> <p>Bias is evident and the assessment is not fair for its intended audience.</p>	<p>The design does not have the potential to fulfill the objective of the assessment. This is shown throughout the assessment: the wordings of the prompts, instructions, examples, illustration(s), format and organization. This is also reflected in the way it is administered (the speed of the listening prompt, the font and illustration, the choice of words, the options for student responses, etc.)</p> <p>The assessment is weak in most of these principles: validity, reliability, authenticity, practicality and positive washback.</p> <p>AND</p> <p>Bias is evident and the assessment is not fair for its intended audience.</p>
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Rubric (5 points)	<p>Rubric designed based on principles of assessment; It is high in validity, reliability, practicality, authenticity and has the positive washback. Its scaling, criteria, and format reflect careful and precise design</p> <p>Well-organized, easy –to-follow, complete and original design</p>	<p>Rubric designed is adequately based on principles of assessment, but it may be weak in one or two areas. AND scaling, criteria, and format adequately reflect careful and precise design</p> <p>Generally easy –to-follow, complete and original design</p>	<p>Rubric designed has negative washback and low validity and/or reliability. OR scaling, criteria, and format does not fully reflect careful and precise design</p> <p>Generally able to follow, but needs improvement on organization and clarity. Contains errors.</p>	<p>Rubric designed is not based on principles of assessment, OR scaling, criteria, and format does not fully reflect careful and precise design</p> <p>It is not organized, easy –to-follow. Contains errors.</p>
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Commentary and Feedback (20 points)				
	<i>Distinguished</i>	<i>Proficient</i>	<i>Basic</i>	<i>Unsatisfactory</i>
<p>Description of educational context, target population, language skill focus</p> <p>(3 points)</p>	<p>Thoroughly describes and analyze the educational context, target population, language skill focus using concrete details and relevant literatures.</p> <p>(3 points)</p>	<p>Adequately describes and analyze the educational context, target population, language skill focus using concrete details and relevant literatures.</p> <p>(2 points)</p>	<p>Adequately describes and analyze the educational context, target population, language skill focus using concrete details and relevant literatures, but may be missing some details.</p> <p>(1 points)</p>	<p>Does not describe nor analyze the educational context, target population, language skill focus using concrete details and relevant literatures.</p> <p>(0 points)</p>

<p>Description of assessment purpose, objectives, criteria for evaluation, and overall design in light of course readings.</p> <p>(5 points)</p>	<p>Complete, concise, and well-written description of assessment purpose, objectives and criteria for evaluation; overall conception of design clearly informed by course readings. Analysis of design uses multiple conceptual frameworks from relevant literatures (e.g. principles of assessment).</p> <p>(5 points)</p>	<p>Somewhat clear description of assessment purpose, objectives and criteria for evaluation AND/OR overall conception of design somewhat reflects an understanding of course readings. Analysis of design uses conceptual frameworks from relevant literatures (e.g. principles of assessment).</p> <p>(4 points)</p>	<p>Limited description of assessment purpose, objectives and criteria for evaluation AND/OR overall conception of design does not clearly reflect an understanding of course readings. Analysis of design does use a conceptual framework but its use is limited or shallow.</p> <p>(3 point)</p>	<p>The description of assessment purpose, objectives and criteria for evaluation AND overall conception of design is missing. Analysis of design is inconsistent or contradictory with the principles of assessment.</p> <p>(2-0 point)</p>
<p>Evaluation of the assessment results</p> <p>(5 points)</p>	<p>Convincingly discusses the next step using the relevant evidences from the students' assessment results, 521course reading, class discussions, videos and other readings. (Addresses the following questions: how the assessment guides future teaching: e.g. what specific data indicate that you're ready to move on to a new lesson? How would you tailor the instruction to specific groups of students?)</p> <p>(5 points)</p>	<p>Discusses the next step meaningfully, but does not fully develop the points using the relevant evidences from the students' assessment results, 521course reading, class discussions, videos and/or other readings.</p> <p>OR</p> <p>Addresses some of the following questions, but not all: how the assessment guides future teaching: e.g. what specific data indicate that you're ready to move on to a new lesson? How would you tailor the instruction to specific groups of students?)</p> <p>(4 points)</p>	<p>Discusses the next step, but does not fully develop the points using the relevant evidences from the students' assessment results, 521course reading, class discussions, videos and/or other readings.</p> <p>AND</p> <p>Addresses some of the following questions, but not all: how the assessment guides future teaching: e.g. what specific data indicate that you're ready to move on to a new lesson? How would you tailor the instruction to specific groups of students?)</p> <p>(3-2 points)</p>	<p>Does not discuss the next step, or does not include evidence from the students' assessment results, 521course reading, class discussions, videos and/or other readings.</p> <p>(2-0 points)</p>

<p>Feedback provided to students</p> <p>(5 points)</p>	<p>Feedback provided to students is accurate and includes insightful and meaningful suggestions about the strengths and areas of needs.</p> <p>Feedback is provided consistently, using the supportive and clear languages with concrete examples on how the students can improve. The feedback should be based on the specific assessment and learning objectives/standards</p> <p>(5 points)</p>	<p>Feedback provided to students is somewhat accurate and includes relevant suggestions about the strengths and areas of needs.</p> <p>Feedback is provided consistently, using the supportive and clear languages with concrete examples on how the students can improve. The feedback should be based on the specific assessment and learning objectives/standards.</p> <p>(4 points)</p>	<p>Feedback provided to students has little or no relevance to the specific students' performance.</p> <p>OR</p> <p>Feedback is not provided consistently, the languages used are not very clear or supportive.</p> <p>(3 points)</p>	<p>Feedback provided to students has little or no relevance to the specific students' performance.</p> <p>AND</p> <p>Feedback is not provided consistently, the languages used are not very clear or supportive.</p> <p>(2-0 points)</p>
<p>Writing style, formatting, and organization</p> <p>(2 points)</p>		<p>Work shows consistent mastery of academic writing and APA style that is free of any significant spelling, grammatical, organizational, or formatting errors</p> <p>(2 points)</p>	<p>Work shows limited mastery of academic writing and APA style that has some spelling, grammatical, organizational, and/or formatting errors</p> <p>(1 point)</p>	<p>Work does not show mastery of academic writing and APA style that has some spelling, grammatical, organizational, and/or formatting errors.</p> <p>(0 point)</p>