

UNIVERSITY OF WISCONSIN OSHKOSH

351/551 Authentic Assessment for ESL/Bilingual Education

Semester: Fall 2007

Tuesdays/Thursdays: 1:20-2:50p.m.

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COURSE TEXTS

O'Malley, J. and Valdez-Pierce, L. (1995). *Authentic assessment for English language learners: Practical Approaches for teachers*. Reading, MA: Addison-Wesley.
(Required)

Valdez-Pierce, L. (2003). *Assessing English language learners*. Washington, DC: National Education Association. (Required)

Additional materials, including articles and samples from widely used placement/diagnostic tests, can be found on e-reserve.

COURSE DESCRIPTION

In this course we will explore critical issues surrounding the assessment of language, literacy, and academic development for English language learners, including NCLB legislation. Formal assessment instruments commonly used for diagnosis and placement with English language learners, with special emphasis on the WIDA standards and ACCESS testing will be reviewed and analyzed. We will also develop and implement authentic teaching, learning and assessment plans to be used for ongoing academic and linguistic evaluation of student progress in the classroom. Student self-assessment will be an integral part of this process.

COURSE OUTCOMES

Students in this course will:

- 1) analyze critical issues in the assessment of English language learners related to diagnosis, placement, and achievement
- 2) develop tools for ongoing authentic assessment, including performance assessments and portfolios, for English language learners to:
 - authentically assess academic language proficiency
 - authentically assess academic content growth
 - improve teaching effectiveness
 - assist students in taking greater responsibility for their own learning
- 3) evaluate various placement tests in English and/or Spanish
- 4) critically address issues of placement of English language learners in special education settings

COURSE REQUIREMENTS:

1. Attendance

Attendance is a critical component of this class. You will be allowed a one class absence, including field placement attendance. There will be a ½ grade reduction for the second absence. Each absence thereafter will be an additional full grade deduction. Active and professional class participation is expected.

2. Assignments

Assignments must be submitted on time. (Discuss any special circumstances with me.) In turn, your assignments will be graded and returned to you in a timely manner. *All written work must be word processed and submitted in a professional-looking format.*

3. Reflection Journals: (10%)

You will be expected to keep a reflection journal of your readings and experiences for the class. In this journal you will keep notes, questions, and comments for small group discussion of the readings and self-assessments of your progress in understanding assessment with ELLs. Journals will be submitted at the end of specified class sessions.

4. Student Linguistic and Achievement Profile: (20%)

- A. Students will review the results of a formal language assessment (ACCESS) administered to the child under study (See 6-8 below). They will describe English language skills the child has already acquired and make recommendations for continued learning.
- B. The student will also use measures of academic progress to create a profile of the child. These samples of the child's progress may be from the classroom or completed in special sessions with the child. Determine, as much as possible, first and second language academic development.

5. Placement Test Evaluation: (10%) (2-3 pages)

Students will analyze the strengths and weaknesses of the testing instrument used in #4 as a measurement tool for English language development.

6. Authentic Teaching/Learning Plan: (20%)

Students will design an 4-week teaching plan for one ELL student. The plan must include use of ELL standards, significant outcomes, and learning experiences that strive to develop 1) higher level thinking skills and strategies, 2) active learning, and 3) scaffolded instruction appropriate for a student at Lau level 1- 3. Integration of goals for language development and academic achievement will be an essential component of this plan. Use of authentic assessment measures (formative and summative), such as student performance and portfolio assessment to measure and guide language development and academic achievement, must also be an integral part of the plan.

7. Interim ELL Report and Reflection: (20% u, 10% g) (2 pages)

Students will prepare an interim report reflecting work done with their English language learner to this point. The report is to focus on an overview and evaluation of learning experiences, as well as insights gained into the process of teaching/learning/assessment with English language learners. Recommendations, based on evidence and insights, for next steps with the student will conclude the Interim Report.

8. Final ELL Report and Presentation: (20%) (4-5 pages)

This assessment will represent the final in-depth reflection on work completed with the ELL student. The report and presentation will include an overview of progress made by the ELL student (including student work samples that demonstrate academic and linguistic progress), general insights gained and a reflection on what was learned about teaching/learning/ assessment with English language learners. Students will design the format and criteria for this assessment in class.

9. Graduate credit: (10%)

Graduate students are expected to complete all assignments at the graduate level, e.g. with in-depth insight and reflection. Class participation in discussions and activities should be of high quality. Graduate students who are teaching in ELL positions may wish to take an active role in assisting undergraduate students in the class in developing an understanding of actual classroom teaching.

Graduate students will develop special topic presentations on aspects of assessment of English language learners. These will be given in workshop format to students in the class.

Or

Graduate students will provide a review of current literature and resources in an area relating to issues surrounding English language learners. An annotated bibliography of findings will be prepared for distribution to the class.

COURSE SCHEDULE

SEPTEMBER

Week 1: 9/6

Introduction and overview

Week 2:

September 11, 13

Critical issues in the assessment of English language learners

Authentic assessment

Language evaluations

Readings: Valdez-Pierce, Ch. 1 (9/11)

Ines Alicea article (e-reserve) (9/13)

O'Malley & Valdez-Pierce, Ch. 1

Week 3:

September 18

September 20

Field Experience #1

Philosophies of teaching, learning and assessment. Designing authentic assessments

Second language acquisition. Assessing

Background Knowledge

Readings: Valdez-Pierce, Ch. 2

O'Malley & Valdez-Pierce, Ch.2

DUE: Reflective Journal #1 (9/20)

Week 4:

September 25

September 27

Field Experience #2

Types of assessment measures, Standardized tests,

Integration of teaching, learning, and assessment

Readings: Valdez-Pierce, Ch 3

Jamal Abedi article

(e-reserve)

OCTOBER

Week 5:

October 2

October 4

Field Experience #3

Language Differences in the Classroom

Comprehensible Input. Building Background

Portfolio Assessment. Types of Measures

Readings: O'Malley & Valdez Pierce, Ch. 3

Valdez-Pierce, Ch. 4

DUE: Student Profiles

DUE: Teaching/Learning/Assessment Plans

Week 6:

October 9

October 11

Field Experience #4

Issues in Education for ELLs . Interactive Learning.

Oral language assessment.

Scoring tools. Strategy Development
Modifying Assessments for ELLs
Readings: O'Malley & Valdez-Pierce, Ch. 4
Valdez-Pierce, Ch. 5

DUE: Reflective Journal #2

Week 7:

October 16, 18

Field Experience #5

Readings: O-Malley & Valdez-Pierce, Ch. 5
Valdez-Pierce, Ch. 6
August & Shanahan article (e-reserve)

DUE: Interim Student Report & Reflection

Week 8:

October 23, 25

Field Experience #6

Readings: O'Malley & Valdez-Pierce, Ch. 6
Monty Neill article (e-reserve)

NOVEMBER

Week 9:

Oct. 30, Nov.1

Field Experience #7

Content Area Assessment Reading Assessment.
Readings: O'Malley & Valdez-Pierce, Ch. 7

Week 10:

November 6, 8

Reading and Writing Assessment

Readings: O'Malley & Valdez-Pierce, Ch. 8

DUE: Critical Reaction #3

Week 11:

November 13, 15

Conferencing and goal-setting

Readings: O'Malley & Valdez-Pierce, Ch. 8

Week 12:

November 20

Content Area Assessment

Opportunities for Practice and Ongoing Assessment

Readings: O'Malley & Valdez-Pierce, Ch 8

DECEMBER

Week 13:

November 27, 29
Reflection

Presentation of Assessment Projects

DUE: Final ELL Student Progress Report and Personal

Week 14:

December 4, 6

Using assessment data for teaching and learning
Individual Conferences (12/6)

Week 15:

December 11, 13

Individual Conferences (12/11)
Celebration of Assessment

**351/551: AUTHENTIC ASSESSMENT FOR
ESL/BILINGUAL EDUCATION**

Name: _____

Assignment Calendar

September 20 _____ Reflective Journal #1

October 4 _____ Student Profile

October 4 _____ Authentic Teaching/Learning/Assessment
Plan

October 18 _____ Reflective Journal # 2

October 30 _____ Interim Student Progress Report &
Reflection

November 8 _____ Reflective Journal #3

November 29 _____ Final ELL Progress Report & Personal
Reflection

December 6 _____ Graduate Workshops