

UNIVERSITY OF WISCONSIN – OSHKOSH

551 Authentic Assessment for ESL/Bilingual Education

Semester: Fall 2007

9/14-15, 10/5-6, 10/19-20, 11/9-10, 11/30-12/1

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COURSE TEXTS

Echevarria, J., Vogt, M., and Short, D. (2000). *Making content comprehensible for English language learners: The SIOP Model*. Boston: Allyn and Bacon.

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

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

COURSE DESCRIPTION

In this course we will explore critical issues surrounding the assessment of language, literacy and academic development for English language learners. Formal assessment instruments commonly used for diagnosis and placement with English language learners 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
 - to authentically assess academic content growth
 - to improve teaching effectiveness
 - to assist students in taking greater responsibility for their own learning
- 3) analyze the effectiveness of the ACCESS Test for English language learners, as well as other standardized measures used with ELLs.
- 4) critically address issues of placement of English language learners in special education settings

COURSE REQUIREMENTS:

1. Attendance

Attendance is a critical component of the alternative licensure program. Please make every effort to attend all sessions. Missing more than one session of this course will result in a “drop” for this course. 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 format and graduate level content.*

3. Critical Reaction Papers: (10%)

Three critical reactions will be based on course readings. Rather than summaries, provide an analysis of the readings, critically examining the authors' assumptions and findings. Students will work in groups to discuss reactions to and classroom application of readings.

4. Placement Test Evaluation: (20%)

Students will analyze the results of ACCESS Test taken by the child under study. They will describe English language skills the child has already developed and make recommendations for continued learning. They will also analyze the strengths and weaknesses of the testing instrument as a measurement tool for English language development.

5. Student Achievement Profile: (10%) [Assignments 5-8 are related*]

The students will create a profile of the linguistic and academic achievement of a child they will work with in the project described below. Use of a formal language assessment measure, as well as measures of academic progress will be used to create the profile.

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

Students will design an 8-week teaching plan. The focus will be on the progress and challenges of a single ELL student. The plan must include use of ELL standards, significant outcomes, and learning experiences that strive to develop higher level thinking skills and **strategies**, active learning, and scaffolded instruction appropriate for a student at Lau level 2 or 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%) (2-3 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 and insights 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%) (5-7 pages)

This assessment will represent the final in-depth reflection on work completed with the ELL student. **Students will visit another classroom using innovative assessment procedures for English language learners as part of the reflective process in expanding their understanding of assessment with ELL's.** 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 of what was learned about teaching/learning/assessment with English language learners. Students will design the format and criteria for this assessment in class.

Note: Submit a file of all work for the course, including scanned copies of student work at the end of the semester, if you wish to have your work considered for publication in the ADELANTE Books, Curriculum Series.

* Sample assessments and units of study are available in the ADELANTE Grant Office. Ask for Volume 1 (early/middle childhood) or Volume 2-3 (middle/early adolescent/adolescent) childhood of the ADELANTE Books, Curriculum Series.

COURSE SCHEDULE

SEPTEMBER

September 14 Introduction and overview
Critical issues in the assessment of English language learners

Readings: (complete for class on 9/14)
Echevarria, Ch. 1-2
O-Malley & Valdez-Pierce, Ch. 1-2
Valdez-Pierce, Ch. 1-3

OCTOBER

October 6 Philosophies of teaching, learning and assessment
Designing authentic assessment
Oral language acquisition
ACCESS Testing
Readings: Echevarria, Ch. 3-5
O-Malley & Valdez-Pierce, Ch. 4-5
Valdez-Pierce, Ch. 4-6

DUE: Critical Reaction #1
DUE: Student Profile

October 19 Comprehensible input
Portfolio assessment
Reading and Writing Assessment
Formal language assessment
Modifying instruction for English language learners

Readings: Echevarria, Ch. 6, 7, 9
O-Malley & Valdez-Pierce, Ch. 5-6

DUE: Critical Reaction #2
DUE: Review of ACCESS Test
DUE: Authentic Teaching/learning/Assessment Plan

NOVEMBER

November 10	Conferencing and goal-setting Content area assessment Using assessment data for teaching and learning Readings: O-Malley & Valdez-Pierce, Ch. 7-8 e-reserve articles DUE: Critical Reaction #3 DUE: Interim ELL Student Report and Reflection
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DECEMBER

November 30	e-reserve articles DUE: Final ELL Student progress Report and Personal Reflection
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AUTHENTIC ASSESSMENT FOR ESL/BILINGUAL EDUCATION

Name: _____

Assignment Calendar

October 6 _____ Critical Reaction Paper #1

_____ Student Profile

October 19 _____ Authentic Teaching/Learning/Assessment Plan

_____ Critical Reaction Paper # 2

_____ Mid-term Evaluation of Placement Instrument

November 10 _____ Interim Student Progress Report & Reflection

_____ Critical Reaction Paper #3

November 30 _____ Final ELL Progress Report & Personal
Reflection