

Sample only

Course Description ELL M.Ed. Summer Year 2:

Assessment for English Language Learners

Assessment is a necessary and integral part of the language classroom. Too often, students are given an initial placement test, but do not participate in ongoing, authentic assessment during their language study. As language teachers learn ways to link planned assessment to instruction based on the resources their students bring to the classroom and performance criteria, learning will be enhanced. In addition, teachers / administrators will learn when to adjust instructional methods to better facilitate the needs of the students they are serving. Through readings, class discussion and research, this course will increase teachers' awareness of assessment theory that will in turn inform assessment practices in their classrooms.

Course objectives

- Participants will develop a rationale for incorporating assessment as an intrinsic and ongoing aspect of the teaching/learning process.
- Participants will understand the various purposes of assessment and the different types of assessment measures.
- Participants will identify some ways in which assessments for language learners may be biased.
- Participants will learn ways to assess students in order to distinguish the differences among language development, language differences, and learning problems.
- Participants will become familiar with national and state requirements, procedures, and instruments for ELL student identification, reclassification, and exit from language support programs.
- Participants will understand the integration of assessment and teaching by developing instructional tasks and assessment tools that promote and measure student learning.
- Participants will analyze and develop assessment measures that support reading, writing, speaking, listening, and content-area language development.

Texts

Recommended:

McNamara, T. (2008). *Language Testing*. Oxford University Press. ISBN 0-19-437222-7

Required:

O'Malley, M.J. & Pierce, L.V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Addison-Wesley Publishing Co.: ISBN4: 0-201-59151-0.

Selected readings for student presentations

Abedi, J., (2004). The No Child Left Behind Act and English Language Learners: Assessment and Accountability Issues. *Educational Researcher*, 33(1), 4-14.

- Butler, Y. G. et. al. (2000). Inadequate conclusions from an inadequate assessment: What can SAT-9 scores tell us about the impact of Proposition 227 in California? *Bilingual Research Journal*, 24(1-2), .
- Butler, F. A. & Stevens, R. (2001). Standardized assessment of the content knowledge of English language learners K-12 : Current trends and old dilemmas. *Language Testing*, 18(4), 409-427. □
- Garcia, S. & Ortiz, A. (1988). Preventing inappropriate referrals of language minority students to special education. *FOCUS/NCBE* 5, 1-17.
- Gutierrez, K. et. al. (2002). “Sounding American”: The consequences of new reforms on English language learners. *Reading Research Quarterly*, 37(3), 328-343.
- Menken, K. (2000). What are the critical issues in wide-scale assessment of ELLs? *National Clearinghouse for Bilingual Education*.
- Nelson-Barber, S., & Trumbull, E. (2007). Making Assessment Practices Valid for Indigenous American Students. *Journal of American Indian Education*, 46(3), 132-47.
- Peregoy, S. & Boyle, O. (2005). Reading Assessment and Instruction. In S. Peregoy & O. Boyle, (Eds.) *Reading, Writing, and Learning in ESL*. (pp. 373-411). New York: Longman.
- Pierce, L. V. (2006). Assessment and Evaluation. In Ovando, C.J., Combs, M.C. & Collier, V. (Eds) *Bilingual and ESL Classrooms*, (pp. 305-357). Boston: McGraw Hill.
- Poehner, M. & Lantolf, J. (2005). Dynamic assessment in the language classroom. *Language teaching research*, 9(3). 233-265
- Rameka, L. (2007). Maori Approaches to Assessment. *Canadian Journal of Native Education*, 30,(1), 126-141.
- Shohamy, E. & Inbar, O. (2006). The language assessment process: A “multiplism” perspective, (CALPER Professional Development Document 0603). *University Park, PA: The Pennsylvania State University, Center for Advanced Language Proficiency Education and Research*.
- TESOL Professional Papers #5. (1998). *Managing the Assessment Process*. Alexandria, Va: TESOL, Inc.