

ED 172: ESOL Testing and Evaluation – Category I, Competency 4, Grades K-12

Dates & Times: Online: This 60-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

Assessment of learning or *for* learning? Balanced, summative, interim and formative assessments will be used to evaluate for CCSS application to the needs of English language learners. Participants will understand how to effectively monitor and evaluate for ELL student learning and language needs, and use the data to plan for effective instruction with. After an introduction to multiple types of assessment and methods of using data, teachers will learn to teach to support a rapid turnaround of language results among their ELLs. Participants will identify the affects of assessment and assessment behaviors among ELL students, to include linguistic bias, assessment accommodations, data analysis, and federal and state assessment policies. The use of formative and summative assessment criteria to plan and prepare with also requires the use of reliable data. Teachers that are actively and systematically use this data can understand the academic performance of their students to include ELLs and other struggling learners, thus leverage for effective progress monitoring. Participants will be introduced to multiple assessment types that include formative, summative, microdata, macrodata, feedback and other assessment vehicles to produce data that lead to responsive instructional decisions. Participants will learn to find and use this data effectively to meet the unique needs of their English language learners.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Plan and practice with various assessment types, tools, and resources appropriate for ELLs with diverse backgrounds and levels of proficiency to further teaching and learning among English language learners.
- Match grade-level assessment criteria to standards-aligned curriculum and instruction.
- Monitor student learning to move up individual student performance, focusing primarily among ELLs.
- Apply valuable information about student performance from data, focusing on ELLs.
- Communicate and paraphrase the differences in ELLs with learning disabilities, giftedness, Tiers 1, 2, and 3, and struggling learners in need of intervention.
- Use data for planning and preparation to teach English language learners effectively.
- Evaluate the needs of ELL students to align best instructional strategy to those needs.
- Use a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying levels of English proficiency.
- Practice and design with accommodations and allowances for ELLS at various levels of proficiency.
- Use performance-based assessment tools and make decisions with them about curriculum in order to measure the progress of ELLs and their literacy development.

- Summarize the differences among criterion-referenced assessments and norm-referenced; bias in test development and design.
- Use and plan with strategies for teaching and developing appropriate test-taking skills to ELLs.
- Use authentic assessments with real life application to develop the language and literacy skills in ELLs.
- Analyze and monitor work against assessment criteria.
- Use assessment criteria against performance standards and use this information to reflect on practices to improve teaching focused primarily at ELLs.
- Use and practice with the tools of tiered evaluation and instruction to close achievement gaps for their ELL students.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- Abedi, J. (2006). Language issues in item development. In S. M. Downing & T. M. Haladyna (Eds.), *Handbook of test development* (pp. 377-398). Mahwah, NJ: Erlbaum.
- Abedi, J., & Gandara, P. (2006). Performance of English language learners as a subgroup in large- scale assessment: Interaction of research and policy. *Educational Measurement: Issues and Practice*, 25(4), 36-46.
- Ariza, E. N. (2010). *What every classroom teacher needs to know about the linguistically, culturally, and ethnically diverse student*. 2nd ed. Upper Saddle River, NJ: Pearson Education, Inc.
- Young, J. W., Cho, Y., Ling, G., Cline, F., Steinberg, J., & Stone, E. (2008). Validity and fairness of state standards-based assessments for English language learners. *Educational Assessment*, 13, 170-192.
- Servilio, K. L. (2009). You get to choose! Motivating students to read through differentiated instruction. *Teaching Exceptional Children Plus*, 5(5), 2-11.
- Tobin, R., & McInness, A. (2008). Accommodating differences: Variations in differentiated literacy instruction in grades 2/3 classrooms. *Literacy*, 2(1). 3-9.
- Rivera, C., & Collum, E. (Eds.). (2008). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Erlbaum.
- Venables, D. (2014). *How Teachers Can Turn Data Into Action*. Alexandria, VA: ASCD.

Recommended Text:

- Greenstein, L. (2012). Beyond the core: Assessing authentic 21st century skills. *Principal Leadership*, 13(4), 36-42.
- Guskey, T. R. (Ed., 2009). *Practical solutions for serious problems in standards-based grading*. Thousand Oaks, CA: Corwin Press
- Kieffer, M., Lesaux, N., Rivera, M., & Francis, D. (2009). Accommodations for English language learners taking large---scale assessments: A meta---analysis on effectiveness and

validity. *Review of Educational Research*, 79(3), 1168---1201. Retrieved December 3, 2009, from ProQuest Education Journals. (Document ID: 1872869281)

- Martiniello, M. (2008). Language and the performance of English language learners in math word problems. *Harvard Educational Review*, 78, 333-368.
- Rivera, C., & Collum, E. (Eds.). (2008). *State assessment policy and practice for English language learners: A national perspective*. Mahwah, NJ: Erlbaum.

COURSE REQUIREMENTS:

Students **will have a designated number of weeks to complete each course**, after which time they will be un-enrolled. If you need an extension, please email the technical support at literacysolutions.net@gmail.com . Complete **one module at a time**. This 60-hour online, asynchronous course, divided into 20 modules. The system will auto-check the course components when the requirements have been met.

Requirements include reading lectures, and viewing video. Keep in mind that:

- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.

CLASS SCHEDULE:

and more

Module 1: The Florida State Standards for ESOL

1. Reading: Understanding the Florida State Standards
2. Reading: Glossary of ESOL Terminology

Module 2: The Instructional Impact on ELLs of Standards-Based Instruction

1. Reading: Standards-Based Assessment and Instructional Practices
2. Discussion: Assessment as Instructional Practices-Scenario Response No. 1

Module 3: Cultural and Linguistic Assessment Bias

1. Reading: Theories of Language Acquisition and Differentiation for ELLs
2. Reading: Testing Burden on ELLs

Module 4: Language Proficiency Assessments

1. Reading: Language Proficiency Assessments: District, State, Federal

Module 5: Assessment Accommodations

1. Reading: Assessment Modifications and Accommodations for ELLs
2. Reading: Assessment Practice and Accommodations for Special Needs Students

Module 6: Progress Monitoring and Best Data Practices

1. Formative Assessments: Best Practices and Progress Monitoring
2. Discussion: Best Practices
3. RWT Resource: Kidwatching
4. Video: Using a Clipboard for Kidwatching
5. Scenario Response No. 3

Module 7: Designing Assessments

1. Reading: Identifying and Designing Assessments for ELLs
2. Assessment Checklist

Module 8: Formative and Alternative Assessments for ESOLs

1. Reading: Formative and Alternative Assessments Appropriate for ELLs

Module 9: Assessment Through Questioning

1. Reading: Assessment Through Questioning
2. Blog About and Share an Assessment Resource for ELLs and Struggling Learners

Module 10: ELL Questioning Strategies

1. Reading: Questioning and Other ELL Strategies
2. Video: Tiered Exit Cards
3. Video: Asking Effective Questions
4. Video Reflection
5. Video: Students Unpack a Learning Target

Module 11: Self-Check and Reflection

1. Self-Assessment: 10 reflective questions

Module 12: Readiness Versus Ability: Prior Knowledge, Learner Choice, Learning Style Inventories

2. Reading: Learning Style Inventories
3. Reading: Differentiating for Prior Knowledge
4. Video: Differentiating and Student Choice

Module 13: Assessment With Learning Styles

1. Reading: Multiple Intelligences
2. Video: Group Roles
3. Discussion: Group Roles

Module 14: Differentiated Reading Approaches for ELLs: Building Reading Fluency

1. Reading: Building Reading Fluency of ELLs
2. Scenario Response No. 7

Module 15: Appropriate Test-taking Skills and Strategies

1. Reading: Test-Taking Strategies
2. Video: Unpacking Sample Assessment Items
3. Discussion: Unpacking Assessment Items

Module 16: Using Data to Drive Instruction

1. Reading: To be Data-Driven
2. Video: What is Data-Based Decision-Making?
3. Video: Data Carousels
4. Video: Data Walls

Module 17: Data-Driven Instructional Strategies

1. Reading: Looking at Data in Teams
2. Scenario Response No. 4
3. Video: Looking at Data
4. Assignment 1

Module 18: Planning With Assessments in Mind

1. Reading: Data Action and Next Steps
2. Activity: Looking at Student Work With Colleagues

Module 19: Data Action Next Steps

1. Reading: Data Action

*Literacy Solutions
and more*

2. Assignment 2

Module 20: Final Quiz, Reflection, Culminating Project

1. Final Quiz: 10 questions m/c, t/f
2. Assignment 3: Final Project – complete planning.

