MLL 7403

Assessment of Second Language Learners

Precise information regarding the textbook(s) for this class, please visit the bookstore website at
http://www.wilmu.edu/bookstore

1. What are best practices for assessing English Learners?

2. What are the implications of administering and analyzing norm-referenced and criterion-referenced assessments on English Learners?

3. What impact does the individual learner variables have on the students process of learning English?

4. What are appropriate tools for measuring English Learners' language skills and communicative competence?

5. How can you effectively plan for ESL instruction using assessment results?

6. How can you effectively distinguish between a language difference, gifted and talented, and special education needs for English Learners?

Assessment Case Study

Prepare a case study of an EL student and summarize learner profile (including biographical information, education history, and learning styles), assessment techniques, and analysis of the data, instructional plans, materials and tutoring activities/techniques. Furthermore, reflect on process in on-going journal; include description of specific assessments used with student. Complete a literature review that relates to the needs of the student. Use case study results to plan and implement a series of lessons that are targeted to the identified needs of the student, using instructional practices and appropriate materials and technologies. A total of 25 hours of assessment and tutoring will be required. Finally, share study conclusions with students' teachers in conferencing session to help guide optimal instruction. This

: Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

3a	Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.
3b	Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.
3c	Candidates adjust instructional decisions after critical reflection on individual ELLs' learning outcomes in both language and content.
3d	Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their ELLs' learning of language and literacies in the content areas.

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Case Study

Prepare a case study of an EL student and summarize learner profile (including biographical information, education history, and learning styles), assessment techniques, and analysis of the data, instructional plans, materials and tutoring activities/techniques. Furthermore, reflect on process in on-going journal; include description of specific assessments used with student. Use case study results to plan and implement a series of lessons targeted to student needs, using research-based instructional practices and appropriate materials and technologies. A total of 25 hours of assessment and tutoring will be required. Finally, share study conclusions with students' teachers in conferencing session to help guide optimal instruction. This Structured External Assignment is to be completed on your E-

	A learner profile, (including biographical information, educational history, & learning styles as well as colleague input), is developed and two informal and/or formal assessment tools (norm- and criterion- referenced) are listed and assessment purposes, components and results are defined and explained, or detailed in terms of the implications for the learner.	A detailed learner profile, (including biographical information, educational history, & learning styles as well as colleague input), is developed and three formal and informal assessment tools (norm- and criterion- referenced) are listed based upon identified student need from the evaluation. Assessment purposes, components and results are clearly defined and explained, or detailed in terms of the implications for the learner.	A detailed learner profile, (including biographical information, educational history, & learning styles as well as colleague input), is developed and four formal and informal assessment tools (norm- and criterion- referenced) are listed based upon identified student need from the evaluation and teaching trial sequence. Assessment purposes, components and results are clearly defined and explained, or detailed in terms of the implications for the learner.	A detailed learner profile, (including biographical information, educational history, & learning styles, as well as colleague input), is developed. Five or more formal and informal assessment tools (norm- and criterion- referenced) are listed based upon identified student need from the evaluation and teaching trial sequence. Assessment purposes, components and results are clearly defined and explained, or detailed in terms of the implications for the learner.
Assessment Instruments	Two assessments tools designed to address two of the four domains of language learning (listening, speaking, **reading, and writ**ing) and are aligned with)ed with)hge/FiW:			

	weaknesses. Plans include a limited number of activities for identified needs.	weaknesses. Plans include appropriate activities depending upon identified needs.	weaknesses. Plans include appropriate activities depending upon identified needs.	weaknesses. Every plan includes substantial activities for each identified weakness.
	Tutoring lesson plans use at least four/five strategies and techniques to teach appropriate reading skills. Materials and books or interest based. Learning time is maximized.	Tutoring lesson plans use at least five strategies and techniques to teach appropriate reading skills. Materials and books or interest based. Learning time is maximized.	Tutoring lesson plans use at least six strategies and techniques to teach appropriate reading skills. Materials and books are interest based. Learning time for activities is maximized.	Tutoring lesson plans use at least seven or more strategies and techniques to teach appropriate reading skills. Materials and books or interest based. Learning time is consistent with needs and is maximized.
	Scores 2 on video rubric.	Scores 3 on video rubric.	Scores 4 on video rubric.	Scores 5 on video rubric.

Reflection makes some connections to student background, observations,

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School Assessment Protocol

                          B Research a school or district and design an EL assessment protocol based on research, needs, and state and district practices in the area of assessment. Then, in collaboration with these audiences, prepare a school or district wide EL assessment protocol which takes into account the unique process of L2 literacy development. The protocol is to include philosophy, purpose, assessment selection criteria, formal and informal assessment instruments, student evaluation and instructional plan scenarios, and analysis plans for protocol effectiveness. Present your plan to other professionals. This Structured External Assignment is to be completed on your E-Folio site under the course MLL7403. Submit verification form separately from the assignment. Label it YourlastnameFirstnameMLL7403SEAB_VF.

3a Candidates plan for culturally and linguistically relevant, supportive environments that promote ELLs' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for ELLs' in the content areas.
3b Candidates instruct ELLs using evidence-based, student-centered, developmentally appropriate interactive approaches.
3e Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for ELLs, support communication with other educators, school personnel, and ELLs and to foster student learning of language and literacies in the content areas.
4a   Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.
4c   Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.

4d   Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification. 5a. Candidates demonstrate knowledge and initiative to plan instruction and assessment collaboratively with other teachers and proactively serve as a resource for EL instruction and support to teachers and school staff.
5b. Candidates apply knowledge of school, district, and governmental policies and legislation that impact ELLs' educational rights in order to advocate for ELLs.

SEA B Scoring Rubric

			Instruments are teacher and student friendly.	Instruments are teacher and student friendly.
Specialized instruments for identification of needs TESOL: 4d.	Two additional assessment instruments to be used by the Title One or remedial teachers for further analysis of language skill problems are listed and purposes defined.	Three additional assessment instruments to be used by the Title One or remedial teachers for further analysis of language skill problems are listed and purposes defined.	Four additional assessment instruments to be used by the Title One or remedial teachers for further analysis of language skill problems are listed and purposes and uses defined.	Five additional assessment instruments to be used by the Title One or remedial teachers for further analysis of language skill problems are listed, purposes and

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EVALUATION CRITERIA	0 Un

WRITING RUBRIC: LITERACY PROGRAMS

APPROPRIATE TO GRADUATE LEVEL:

TOTAL: _____/30

MECHANICS: Punctuation, capitalization

USAGE: Correct and effective word use, especially homophones

GRAMMAR: Correct subject/verb agreement, syntax, complete sentences

SPELLING: Shows evidence of proofreading for spelling

Developed by Kate Cottle and Revised 9/30/2010; adapted by Kathryn Brown 2015

Learning and L1: