



MTI 663-ED 501: Assessment of Language Proficiency

DISTANCE COURSE FOR COLORADO STATE UNIVERSITY-PUEBLO

MTI Contact Information:	
MTI Email:	info@midwestteachersinstitute.org
Instructor:	Mike Kavaliunas
MTI Grading:	ellgrades@midwestteachersinstitute.org
Instructor Background:	Michael Kavaliunas is the ELL Building Supervisor at a suburban Chicago school district where he has been an employee since 2009. As a faculty member in the district, he has served as a classroom teacher, districtwide ESL teacher, PLC lead facilitator, and a curriculum and assessment writer. Mr. Kavaliunas received a bachelors in Secondary Education and a masters in arts of teaching, with an ESL endorsement from the American College of Education. Mr. Kavaliunas has utilized the best EL instructional practices and provides guidance for teachers who lack experience in teaching ELL learners. Mr. Kavaliunas has utilized school conferences, learning sessions, and classroom support in implementing the proper instructional strategies for ELL students and models of instruction.

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses,etc):	Asynchronous-Self-paced Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under "Course Materials" or via your own research on the topic. Approximately 112.5 hours of instructional time is devoted to this course. Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10

	business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. ALL questions, customer service, grades and transcript questions are to be directed to MTI, NOT COLORADO STATE- PUEBLO for this course. All courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, YOU MUST contact MTI at the address provided above to request an extension. OTHERWISE-your grade will rollover to an F.
Formatting Requirements	All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information: • Name • Home address • Email address • School district name, address • Date of submission All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero. Once you have completed all of your assignments, please submit them to ellgrades@midwestteachersinstitute.org to be graded by your instructor.
Prerequisites and Credit Limits	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).
Course Materials	Resources provided for this course can be found towards the bottom of this document in the section labeled Course Materials.
Learning Outcomes/Competencies: At the completion of this course, the learner will be able to: • Understand the principles and practices of language assessment for bilingual and ESL students. InTASC 5,6 • Analyze and evaluate the strengths and weaknesses of different types of assessment tools used for bilingual and ESL students. InTASC 6,8	

- Design and administer culturally and linguistically appropriate assessments for bilingual and ESL students. InTASC 6,7
- Evaluate the effectiveness of assessment practices for bilingual and ESL students and identify areas for improvement. InTASC 6,9
- Analyze and interpret Colorado language and content proficiency assessments and formative and summative assessment data to monitor CLD students' language development, academic progress, and instructional needs. InTASC 6
- Evaluate the validity and appropriateness of assessment instruments and apply appropriate adaptations to assessments to provide equitable and accurate measures of CLD students' language proficiency and content learning. InTASC 2,6

Course Description: This course examines the principles and practices of assessing language proficiency and academic achievement for culturally and linguistically diverse students. Students explore the use of Colorado language and content proficiency assessments, as well as formative and summative assessment practices used to monitor language development and content learning. Emphasis is placed on the adaptation of assessments to meet the linguistic needs of CLD students and the analysis of the validity and appropriateness of assessment instruments. Students learn to interpret assessment data and use results to make informed instructional decisions for multilingual learners.

Learning Strategies: Professional literature analysis, personal reflection, project-based learning.

Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Assessments		Approximate contact hours for each assessment
Resources and reflection time.		20 hour
Resource questions-(Ten questions at 9 points each)	90 points	10 hours
Studying (time to reread and take notes)		10.5 hours
Applications- 2 @ 45 points each	90 points	12 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	28 hours
Action research project	100 points	14 hours
Research on ELL students		8 hours
Final evaluation essay	100 points	10 hours
Total points possible	440 points	112.5 hours

Grading Scale: A (90-100%); B (80-89%)****Anything below a B will not receive graduate credit and receive a failing grade of F.***

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Resource Question Rubric- 10 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ____/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Accuracy ____/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ____/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 2 applications @ 45 points each				
Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
Supporting Evidence in Practice ____/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ____/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ____/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice	Response shows strong evidence of ideas and insights from this course and	Response shows evidence of ideas and insights from this course and how they are	Response shows some evidence of ideas and insights from this course and how they

___/3	how they are applied to the classroom.	applied to the classroom.	are applied to the classroom.
Grammar and Spelling ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Action Research Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Review of Literature ___/20	Outstanding inclusion of major theories and/or research studies.	Inclusion of major theories and/or research studies.	Limited inclusion of major theories and/or research studies.	No inclusion of major theories and/or research studies.
Appropriate and Accurate Results/Findings are Described ___/20	Results/Findings appropriately and accurately described in extensive detail in relation to the research questions.	Results/Findings appropriately and accurately described in relation to the research questions.	Results/Findings either not appropriately or not accurately described.	Results/Findings not described.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Methods and Procedures ___/20	Complete and thorough description of data analysis methods.	Complete description of data analysis methods.	Incomplete and/or unclear description of data analysis methods.	No description of data analysis methods.
Conclusions ___/20	Insightful conclusions supported by the data and clearly linked to review of literature.	Accurate conclusions supported by the data and clearly linked to review of literature.	Limited or unsupported conclusions.	No conclusions.

Evaluation Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Supporting Evidence in Practice ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are

	accurately represented.			inaccurately represented.
Grammar and Spelling ____/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Sequencing ____/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ____/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Assignments

Resource Questions: Read, view, and Reflect (90 points)

Each question is designed to get you thinking about the concepts explored in the resources. As you engage with the resources, use the questions to help you reflect and determine how the information can be related to your current work. You may also include some of your own research for any of your answers. Each response is expected to be one paragraph or more. *(Note: some resources may provide information that impacts other resource groups as well. These are simply suggestions to help with resource questions).*

1. How can a student's stage of English language acquisition influence their performance on classroom and standardized assessments, and what should educators consider when interpreting those results? **Resource group 1.**
2. What types of cultural, linguistic, or educational bias can affect the assessment of English learners, and what steps can educators take to ensure assessment practices are more accurate, equitable, and appropriate? **Resource group 1.**
3. What factors should educators consider when designing or selecting assessments to ensure they are culturally and linguistically responsive for English learners? **Resource group 2.**
4. How can educators reduce bias and improve fairness in assessment while still maintaining appropriate academic expectations for multilingual learners? **Resource group 2.**
5. How can educators use a combination of formal, informal, and formative assessment methods to develop a more complete understanding of an English learner's language development and academic progress? **Resource group 3.**
6. What are the strengths and limitations of different assessment tools, such as observations,

portfolios, classroom assessments, and standardized language proficiency assessments, when evaluating English learners? **Resource group 3.**

7. In what ways can assessment data guide instructional planning for English learners while accounting for both academic performance and language development? **Resource group 4.**
8. When assessment results indicate that a multilingual learner needs additional support, what instructional approaches or interventions should a teacher consider? Discuss how language objectives, small-group instruction, and culturally and linguistically responsive practices can be incorporated into that support. **Resource group 4.**
9. Why is meaningful family and community engagement especially important when supporting multilingual learners? Describe practices schools can use to build stronger partnerships with families while respecting linguistic and cultural differences. **Resource group 5.**
10. Considering current policies and expectations for English learner education, what responsibilities do educators have in ensuring multilingual students and their families understand assessment, language-development services, and educational opportunities? **Resource group 5.**

Application #1- (45 points)

How do effective instructional and assessment resources contribute to accurate and meaningful assessment of multilingual learners? Discuss how the selection and use of appropriate resources can support the assessment of language proficiency, reduce potential barriers or bias, and help educators make informed instructional decisions. Provide examples to support your response.

Write 1-2 pages APA

Application #2- (45 points)

Resource group 3 focuses on informal and authentic assessments for language and literacy. Discuss the benefits of using informal assessments in addition to standardized assessments and provide examples of how you would use the results of an informal assessment to inform instruction and intervention. Write 2-3 pages, APA format.

Journal entries

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.

- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Research Assignment- (100 points)

The resources provided discuss different types of language and literacy assessments. Research at least two articles or online journals on Broad Types of Assessments, and explain "how do these different types of language and literacy assessments affect bilingual student learning and teacher decision-making in the classroom"? Write 2-3 pages, APA format.

Final Evaluation Assignment (100 points)

Reflect on your class, resources provided, your own findings, and your knowledge of assessing language and literacy and answer these two questions.

1. How can you use the information from this class to design an assessment plan that addresses the needs of English language learners in a diverse classroom?
2. What strategies can you implement to ensure that the assessments are culturally responsive and fair?

Write 3-5 pages, APA format.

Course Resources

The following is a list of resources that can help you complete this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Foundations of Bilingual Assessment and English Learners

[ELL Glossary](#)

[The Stages of Language Acquisition for ELLs](#)

[Language Acquisition: An Overview](#)

[Identify and Address Bias in Academic Assessment](#)

[Assessment and Bias](#)

[Updated Assessment Principles and Guidelines for English Learners with Disabilities](#)

Resource Group 2: Culturally and Linguistically Responsive Assessment Practices

[Equity and Culturally Responsive Assessment Practices](#)

[What should teachers consider when testing students who are learning to speak English?](#)

[Culturally Responsive Assessment: Goals, Challenges, and Implications](#)

[Culturally Responsive Assessment: Goals, Challenges, and Implications](#)
[Culturally and Linguistically Responsive Practices](#)
[Culturally Responsive Formative Assessment Frequently Asked Questions](#)
[The impact of cultural and linguistic differences on test fairness](#)
[Minimizing Bias When Assessing Student Work](#)
[Assessment Best Practices for the Bilingual Education Classroom](#)

Resource Group 3: Assessment Tools and Techniques

[ELL Strategies & Best Practices](#)
[Assessment Testing: In Their Hands](#)
[Formative Assessment Strategies for English Language Learners: Enhancing Classroom Success](#)
[Using Informal Assessments for English Language Learners](#)
[Portfolios in Secondary ESL Classroom Assessment: Bringing it All Together](#)
[Everything you've ever wanted to know: ACCESS for ELLs](#)
[Assessment for Young ELLs: Strengths and Limitations in Current Practices](#)
[ACCESS English Language Proficiency Assessment](#)
[Colorado-WIDA](#)

Resource Group 4: Instructional Decision-Making Based on Assessment Data

[Response to Intervention in Reading for English Language Learners](#)
[Essential Actions: 15 Research-based Practices to Increase ELL Student Achievement](#)
[Linguistically Responsive Data-Based Instructional Decision-Making for K-12 Multilingual Learners](#)
[Best Practice for ELLs: Small-Group Interventions](#)
[Blending Literacy Practices with Culturally and Linguistically Responsive Practices](#)
[Language Objectives: The Key to Effective Content Area Instruction for English Learners](#)

Resource Group 5: Family, Community, and Policy Connections

[4 Things to Know About Partnering with Families of English Language Learners](#)
[10 Ways Schools Can Partner with Multilingual Families Around Literacy](#)
[Let's Talk about Engaging Multilingual Families](#)
[6 Tips for Engaging the Families of English Language Learners](#)
[U.S. Policy Updates: What English Language Educators Need to Know](#)
[ELL Policy & Research](#)
[What Is WIDA ACCESS?](#)
[Common Core and ELLs: Planning Professional Development for Colleagues](#)

End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

CSU-Pueblo's Policies

Accommodations: Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

Academic Dishonesty: Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

Mandatory Reporting: Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website (www.csupueblo.edu/institutional-equity).

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

STUDENT LEARNING OUTCOMES (SLOs):

This course addresses the following student learning outcomes to the degree shown in the table.

Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.	2
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3

9. Demonstrate responsibility for school reform and leadership in school change.	1
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