



EDUC XXXX Curriculum and Assessment for English Learners

3 Graduate Credits

Instructor:

Office:

Telephone:

E-mail:

Office Hours:

A. COURSE DESCRIPTION:

In this course, candidates will learn to use assessment to inform planning and instruction, specifically focused on classroom and authentic assessment of language and content. Standards and curriculum found in the candidate's grade/content level will also be examined and aligned to appropriate assessments for English learners. The course focuses on both the theoretical and practical study of tools and procedures for assessing culturally and linguistically diverse students. Candidates will design and use both informal and formal methods of evaluation to assess students' social, emotional, cultural, linguistic, and academic development and achievement, including critical analyses of existing assessment tools for validity, reliability, and bias. Additionally, candidates will be exposed to the WIDA assessments and standards and can-do descriptors and will be able to use these to enhance instruction and planning. Required 10 hours of pre-practicum.

Please Note:

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

B. TEXTS:

Freeman, Y., Freeman, D., Soto, M. & Ebe, A. (2016). *ESL teaching: Principles for success*. Portsmouth, NH: Heinemann.

Gottlieb, M. (2016). *Assessing English Language Learners (ELLs): Bridges to Educational Equity. Connecting Academic language proficiency to student achievement (2nd Ed)*. Thousand Oaks: Corwin.

Herrera, S., Cabral, R., & Murry, K. (2020). *Assessment of Culturally and Linguistically Diverse Students*. Hoboken, NJ. Pearson Education, Inc.

Additional Readings and Resources:

Ford, K. (n.d.). Differentiated Instruction for English Language Learners. Colorin' Colorado. Retrieved from: <https://www.colorincolorado.org/article/differentiated-instruction-english-language-learners>

Bunch, G. C., Kibler, A., & Pimentel, S. (2012). Realizing opportunities for English learners in the Common Core English language arts and disciplinary literacy standards. *Understanding Language*. Palo Alto, CA: Stanford University. Revised September 12, 2017.

Massachusetts Department of Elementary and Secondary Education. (2016). *Next generation ESL project: Curriculum resource guide*. Retrieved from: <http://www.doe.mass.edu/ell/curriculum.html>

Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms, *Theory Into Practice*, 31:2, 132-141, doi: [10.1080/00405849209543534](https://doi.org/10.1080/00405849209543534)

Moschkovich, J. (2012). Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core. *Understanding Language*. Palo Alto, CA: Stanford University.

Quinn, H., Lee, Okhee, & Valdes, G. (2012). Language demands and opportunities in relation to Next Generation Science Standards for English language learners: What teachers need to know. *Understanding Language*. Palo Alto, CA: Stanford University.

WIDA website: <https://wida.wisc.edu/>

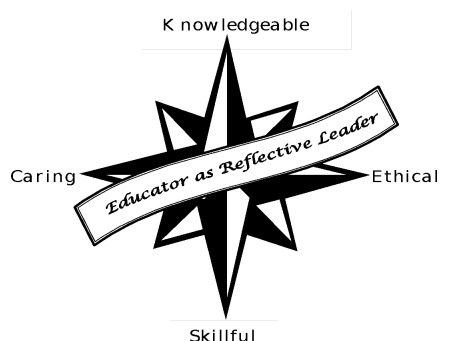
Other Resources:

Fitchburg State University Teacher Preparation Programs. (2012).

Conceptual framework. Fitchburg, MA: Author. [Online] Available:

<http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Fitchburg State University Teacher Education Conceptual Framework



C. LEARNING OUTCOMES / OBJECTIVES:

This course will address the dispositions of the Conceptual Framework, as well as the Subject Matter Knowledge Requirements for the Massachusetts Department of Elementary and Secondary Education ESL Endorsement in the following ways:

Knowledgeable: As a result of the learning experiences in the course, you will gain knowledge around the following:

- SMK ESL B. Language acquisition and literacy development.
 - Relevance of linguistic differences between the first and the second language for reading instruction in English.
 - Formal and informal measures for assessing development in reading skills and their use with second language learners
- SMK ESL C. Instructional approaches and best practices for teaching ESL
 - Foundations of ESL instruction

- Research-based practices for English language development
- Program models and teaching strategies for developing and integrating language skills.
- Planning and implementing standards-based ESL and content instruction
- SMK ESL D. Socio-cultural and socio-emotional considerations in teaching ESL.
 - Special populations and situations: long-term English language learners, English learners with disabilities, and students with limited or interrupted formal education.
 - The role of the community, families, and schools in English language learner education.
- SMK ESL E. Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance, as well as possible differentiation from learning disabilities.
- SMK ESL H. Instruction, assessments, resources, research and advances in the field of ESL

Skillful: As a result of the learning experiences in the course, you will become better able to:

- SMK ESL E: Use formal and informal English language assessment procedures and instruments for English language learners: including selecting, administering, and interpreting results; identify bias and normal variation in performance, as well as provide differentiation between language development needs and learning disabilities.

Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:

- collaborate and communicate thoughtfully and sensitively with (students, parents, guardians, colleagues, administrators, etc.)
- work collaboratively with others to design and implement developmentally appropriate learning experiences
- demonstrate a sensitivity to students' and families' cultural and language backgrounds in communicating with them about issues in the school.

Ethical: As a result of the learning experiences in the course, you will become:

- more competent in your ability to appreciate the need for professional standards in interacting with others in educational settings and for students with disabilities and their families.
- aware of the importance of confidentiality in your work with students, families and other team members.

D. INSTRUCTIONAL STRATEGIES:

<u>X</u>	Lecture/Presentation	<u>X</u>	Data Collection and Analysis
<u>X</u>	Discussion/Questioning	<u>X</u>	Pre-Practicum
—	Laboratory	—	Role Playing/Simulation
<u>X</u>	Problem Finding/Solving	<u>X</u>	Independent Learning
—	Interviewing	<u>X</u>	Computer Application
<u>X</u>	Collaborative Learning Groups	<u>X</u>	Viewing or Listening
<u>X</u>	Reflective Response	—	Field Trip
<u>X</u>	Creating Visual Illustrations of Concepts		

Technology Initiatives:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:

- a research tool; and
- a communication tool.

E. COURSE REQUIREMENTS:

It is recommended that students review the syllabus, course format, field experience requirements, and assignments **prior to** the beginning of the course to ensure they feel comfortable with the technology and to verify that they can access all the online materials needed to successfully complete the work required in this course.

Participation: Students are expected to engage in the activities and assignments for each module and to communicate with the instructor regarding any issues throughout the course. Participation in module discussions and reflections is expected. All students are responsible for meeting required deadlines on projects and assignments.

Readings: All readings are due before you start the activities for the given module. The readings along with the assignments are designed to prepare you to engage meaningfully in the discussions for that module.

1. Class Attendance and Participation in Class Activities

Since this is a course about communication, participation is essential. It is expected that you will read assignments and come to class prepared to discuss each required reading for the assigned date.

2. Journal Reflections/Discussions via Blackboard:

You will respond on Blackboard to reflective journal questions or posted discussion questions which are based on your observations in classrooms, along with the readings we do for class. Your grade will be based on the level of details and thought you put into your responses as well as evidence that you are using your reflection to think about and plan for changes in your future practice.

Discussion expectations: Initial posts on discussion questions should be completed by Friday. This allows you to receive comments and feedback and will give you time to return to the posts to comment on those made by your peers. You need to minimally respond to the posts of at least 3 peers.

3. Discussion Facilitation

You will sign up to read and facilitate a discussion based on a chapter in the Herrera text around assessing ELs/bilingual students. Sign up will take place in class. Depending on the number of students in class, this may be a pair or small group project. You are responsible to make sure the main information of the text is conveyed, as well as helping to bridge the content to actual practice and should do so through a meaningful activity or discussion. You will also design and give a simple assessment to make sure that your peers leave with an understanding of the main points/themes of the chapter.

4. Analysis of Curriculum and Assessments (1 unit or 1 content area)

Based on our course learning, you will review curriculum and assessments used in your EL's classroom. You will analyze the curriculum for bias, culturally responsiveness, and assumptions. You should also analyze it based on the 7 key criteria outlined in chapters 2-8 of Freeman and Freeman. You will also suggest substitutions, additions or other materials as appropriate and back up both your analysis and suggestions with connections to our readings/course content.

5. Assessment Portfolio

After choosing one EL (must be identified as with a language level of 1-5), you will conduct a series of assessments and analyze the results. To demonstrate your understanding and ability to apply the issues and concepts covered in this course you will include the following in the portfolio you develop:

- student profile (5 pts)
- oral language assessment (5 pts)
- content area assessment (10 pts)
- reading assessment (10 pts)
- writing assessment (10 pts)
- funds of knowledge interview (10 pts)
- an analysis of the student's performance on general classroom assessments with a specific lens as to bias, reliability and validity (10 pts)

Analysis and Reflection (40 pts): Synthesize all of your findings, and reflect on the portfolio, connecting the observations, analysis and conclusions you make to your understandings of the role of assessment in language teaching and learning. In doing so, make sure to make connections to our readings and course learning around the different types of assessment, including student self-assessment. If appropriate, make recommendations for future practice (citing research as appropriate). Finally, suggest ways to share this information with colleagues, administrators and parents/guardians.

Page 240 in the Gottlieb text may help you with your conceptualization and organization of the portfolio.

F. FIELD-BASED REQUIREMENTS:

It is expected that you will spend at least 10 hours getting to know your student and collecting the required information for the portfolio.

G. EVALUATION OR GRADING POLICY:

Journal Reflections/Discussions	20%
Discussion Facilitation	10%
Curriculum Analysis	20%

Portfolio Assessment	40%
Class participation	10%
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Total	100%

Rubrics to assess each assignment will be provided on Blackboard.

All assignments are due on the dates listed. All assignments will be scored on a point system. Scores on assignments will be converted to point systems using the formula listed below:

FITCHBURG STATE UNIVERSITY		
GRADUATE GRADING SYSTEM		
4.0	95 - 100	A
3.7	92 - 94	A-
3.5	89 - 91	A-/B+
3.3	86 - 88	B+
3.0	83 - 85	B
2.7	80 - 82	B-
2.5	77 - 79	B-/C+
2.3	74 - 76	C+
2.0	71 - 73	C
0.0	0 - 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

Late Assignments: An assignment is considered late if it is passed in after the date and time it is due (as listed on this syllabus). A Late assignment will receive a 5% reduction in the overall grade for each day it is late.

H. COURSE CONTENT/TOPICAL OUTLINE:

Module	Topics	Activities and Readings
Weeks 1-2:	<p>Introductions</p> <p>Overview and Expectations</p> <p>Introduction to Assessment</p> <p>Overview of Methods and Curriculum for Second Language Teaching</p>	<p><u>READ before class:</u></p> <p>Gottlieb Part I, Ch. 1</p> <p>Herrera Text, Preface and Ch. 1</p> <p>Freeman & Freeman, Ch. 1, 2</p> <p>Do:</p> <ul style="list-style-type: none"> • Complete Resources I.1, I.2, and I.3 (pages 10, 11 and 12 of Gottlieb). • Find and submit your district's Native Language Survey (and Literacy Survey if any). • Identify the person responsible for assessing new to district students and interview them re: the process and the assessment instrument. <p><u>In-class DECISION MAKING:</u> Design the rubric/assessment guide to be used for your facilitated discussions.</p> <p>In-class discussion:</p> <p>What assessments do you remember most as a student?</p> <p>Which assessments truly informed your learning and prompted you to reflect on your learning?</p> <p>Were any assessments fun or particularly interesting?</p>
Weeks 3-4:	<p>Standards, Curriculum and Assessment</p> <p>Educational Policies and laws</p> <p>How does curriculum differ from standards?</p>	<p>Read before class:</p> <p>Gottlieb Chs. 2 & 3</p> <p>Herrera, Ch. 2</p> <p>Freeman & Freeman Ch. 3</p> <p>Facilitated Discussions:</p> <p>Herrera Chapter 2 Authentic assessment</p> <p>Freeman & Freeman Ch. 3 Teaching should go from whole to part</p>

	<p>How can we use the standards and knowledge of our students to guide the use of assessments?</p>	<p>Do: Make sure you have gotten in to meet the student(s) and teacher you are doing your pre-practicum with. Arrange for your funds of knowledge interview. Ask the teacher to help you access the curriculum being used.</p> <p>Draft questions for your funds of knowledge interview and bring to class to share.</p> <p>Identify standards in your grade/content area for one unit. How are these assessed? How else might students demonstrate they have met those standards?</p> <p>In that same unit, identify the curriculum used. Is it appropriate for all ELD levels? Identify alternative ways to meet the standards and provide 2 different resources appropriate for ELs.</p> <p>In class discussion: Share your pre-practicum site and EL information with your group. What questions do you have from your first meeting?</p> <p>Share your funds of knowledge questions. You will revamp these after the next few weeks of learning.</p> <p>Discussion: Describe your initial thoughts after meeting your student and their teacher(s). What questions do you have? What “gut” feeling did you get about the climate for learning for the EL? What did you think of the curriculum you were able to observe? Was the teaching learner centered?</p>
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Weeks 5-6:	<p>Standardized Assessment</p> <p>Validity, reliability and bias in testing</p> <p>Analyzing the test and results</p> <p>Accommodations</p> <p>Classroom Assessment</p>	<p>Read:</p> <p>Gottlieb, Ch. 4 and Part II pp. 123-134</p> <p>Herrera, Ch. 3</p> <p>Freeman & Freeman, Chs. 3 & 4</p> <p>Facilitated Discussions:</p> <p>Herrera Ch. 3 Pre-instructional assessment: Re-envisioning what is possible</p> <p>Freeman & Freeman Ch. 3 Teaching should go from whole to part</p> <p>Do:</p> <p>Explore the WIDA website. Be able to say which assessments WIDA offers and when it they are to be used. Make sure to access the CAN-DO descriptors. These will be discussed at length in class.</p> <p>Ask the ESL teacher at your site about the WIDA assessment---how do they use the results? How do they organize testing? Be prepared to report to your group at class.</p> <p>In class discussion:</p> <p>Explain how reading instruction for Els must be aligned to their ELD level and how practices designed for English speaking native students may not be appropriate. Be prepared to discuss practices you have seen at your site and make suggestions for improvements.</p> <p>Journal Reflection: Reflect on a general classroom lesson you have observed. Would you classify it as a whole-to-part lesson or a part-to-whole lesson? How could that lesson be changed</p>
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		<p>to incorporate more specifically targeted oral language development? How could you use the comprehension and speaking rubrics from Gottlieb's chapter 4?</p> <p>DUE NEXT CLASS: Identify a formative assessment used in your placement class and devise appropriate alternative assessments for ELD level 1, 2 and 3 students using WIDA's CAN-DO descriptors. These will be shared in class.</p>
Weeks 7-8:	<p>Classroom assessment continued</p> <p>Assessment for Learning</p> <p>Affective Assessment</p> <p>An eye on the program of study---how to meet the standards while being purposeful in your curriculum choices</p>	<p>Read:</p> <p>Freeman & Freeman, Ch. 5</p> <p>Herrera, Chs. 4 & 5</p> <p>Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms, <i>Theory Into Practice</i>, 31:2, 132-141, doi: 10.1080/00405849209543534</p> <p>Facilitated Discussions:</p> <p>Herrera Ch. 4 Assessment of Acculturation</p> <p>Freeman & Freeman Ch. 5 Teaching should be meaningful and purposeful</p> <p>In class discussion: Alternative assessments</p> <p>Journal Reflection: Do you see teachers in your school using language objectives with content objectives? How widely implemented are these if so, and how are they measured? If not being used, how could they best be introduced?</p> <p>DUE next class: Be prepared to share some of your analysis of curriculum and assessments. Also bring any assessments</p>

		you have designed as part of your assessment portfolio project.
Weeks 9-10:	<p>Using student input to design assessments, assessments for learning and learning from assessments.</p> <p>Bias in assessments</p> <p>Issues of “Fairness”</p> <p>Building oral language and writing practice into the curriculum</p>	<p>Read: Gottlieb Chs. 5 & 6</p> <p>Freeman & Freeman Ch. 6</p> <p>Herrera Ch. 6</p> <p>Facilitated Discussion:</p> <p>Herrera, Chapter 6 Assessment of content area learning</p> <p>Freeman & Freeman, Ch. 6 Teaching should include interactions to develop both oral and written language</p> <p>In-class discussion:</p> <ul style="list-style-type: none"> • How can you address bias in classroom-based/content-based assessments? How would you bring this topic up to your peers or the teachers you collaborate with? How can you provide resources to help them learn about this topic? • Fairness in the classroom: A parent (or another student) complains that it is not fair that X does not have to take the same test. How do you respond? • What biases have you noticed so far in your analysis of curriculum and instruction? • What assessments have you designed/used so far? Do you think there is bias in those that you have created? Would you change anything after this discussion? <p>Journal Reflection: How can you involve your students so that they have a greater voice in assessment as learning activities and options? How might this help engage students not traditionally engaged in learning?</p> <p>DUE NEXT CLASS: Curriculum and Assessment Analysis</p>

Weeks 11-12:		<p>Read before class:</p> <p>Gottlieb Ch. 8</p> <p>Herrera, Chs. 7 & 8</p> <p>Freeman & Freeman Ch. 7</p> <p>Facilitated Discussions:</p> <p>Herrera, Chapter 8 Special education issues in the assessment of CLD students</p> <p>Freeman & Freeman, Ch. 7 Teaching should support students' language and cultures</p> <p>DUE: Curriculum and Assessment Analysis</p> <p>DUE NEXT CLASS: Assessment portfolio</p>
Weeks 13-14:	Reflection and evaluation	<p>Read:</p> <p>Freeman & Freeman, Ch. 8 Teaching and assessment should reflect faith in the learner</p> <p>In-class discussion: Sharing of assessment portfolios</p> <p>Journal: What main take-aways from this course do you think you need to be able to explain most to classroom teachers, learning specialists and your administrators/principals. How do you think you might begin to accomplish this?</p> <p>DUE: Assessment portfolio</p>

I. FITCHBURG STATE UNIVERSITY POLICIES:

Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/6653427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Cellular Telephones

Turn-off cellular telephones during class time. For emergency messages please set the telephone device to vibrate. Thank you in advance for your consideration of colleagues and children.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor. If you are not satisfied you can follow the appeal process outlined in the university catalog.

Policy on Academic Integrity

Academic integrity is an essential component of the educational experience. Individual or group work submitted to fulfill course requirements should be solely that of the individual student or collaborative group seeking credit for that work. The University Academic Integrity Policy outlined in the University Catalogue will be followed in cases where students do not conform to this expectation.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

FITCHBURG STATE UNIVERSITY DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges, document delivery (books and articles mailed to your home), Interlibrary Loans, online and toll-free phone reference assistance, access to subscription databases, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or DLLIBRARY@FITCHURSTATE.EDU. There is also a special section for Distributed Learning Library Services at <http://www.fitchburgstate.edu/library/distributed/index.html> outlining the wide range of services available to you and how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/library> and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Information Technology Help Desk at 978-665-4500.

All registered Fitchburg State University students are eligible for a Fitchburg State University One Card ID, which also serves as his/her library card. If you have not received your One Card yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your One Card, students may also use any Massachusetts State College and University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are available on campus all year round. Students wishing ID cards must either complete the online Photo-less One Card request form (<http://www.fitchburgstate.edu/onecard/photoless/index.cfm>) or present a course registration confirmation at One Card Office in the Conlon Industrial Arts Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

Students are also eligible for a Fitchburg State University email account. Please contact the IT User Services department in room 230 of the Conlon Industrial Arts Building of the main campus or call 978-665-4500.

Assignments:

Analysis of Curriculum and Assessments (1 unit or 1 content area)

Based on our course learning, you will review curriculum and assessments used in your Els classroom. You will analyze the curriculum for bias, culturally responsiveness, and assumptions. You should also analyze it based on the 7 key criteria outlined in chapters 2-8 of Freeman and Freeman. You will also

suggest substitutions, additions or other materials as appropriate and back up both your analysis and suggestions with connections to our readings/course content.

Use the description and directions above along with the rubric below to guide and reflect on your work.

Rubric:

Component	Possible Points	Criteria for earning highest number of points possible	Points earned/Comments
Topic	5	<ul style="list-style-type: none"> • Paper address prompt • All components of prompt are addressed (description of curriculum and assessment(s), bias, cultural responsiveness, assumptions, suggestions, analysis, reflection) 	
Organization and writing skills	10	<ul style="list-style-type: none"> • The paper is free from spelling, punctuation and other errors. • The paper is well-organized, with an introduction, body and conclusion that flow well together • The writing stays on topic throughout the paper • APA style is used throughout paper, including appropriate references to literature 	
Content of paper	35	<ul style="list-style-type: none"> • Specific information from course learning and readings is used to support author's statements and/or suggestions • Main points are clearly presented and well-supported • Knowledge from readings and class discussions is incorporated into paper 	

		<ul style="list-style-type: none"> ● Information presented is connected to site where observations have taken place via reflection statements ● Reflection and in-depth analysis based on our readings and class discussion to date is not only evident, but also demonstrates an understanding of our course material and the needs of the students at the site. If appropriate, suggestions for changes or improvements are made and are supported with citations from our readings/literature. ● Paper is a good representation of best practice related to second language learning. 	
Total Points Earned/Comments	50		

Assessment Portfolio

After choosing one EL (must be identified as with a language level of 1-5), you will conduct a series of assessments and analyze the results. To demonstrate your understanding and ability to apply the issues and concepts covered in this course you will include the following in the portfolio you develop:

- student profile (5 pts)
- oral language assessment (5 pts)
- content area assessment (10 pts)
- reading assessment (10 pts)
- writing assessment (10 pts)
- funds of knowledge interview (10 pts)
- an analysis of the student's performance on general classroom assessments with a specific lens as to bias, reliability and validity (10 pts)

Analysis and Reflection (40 pts): Synthesize all of your findings, and reflect on the portfolio, connecting the observations, analysis and conclusions you make to your understandings of the role of assessment in language teaching and learning. In doing so, make sure to make connections to our readings and course learning around the different types of assessment, including student self-assessment. If appropriate, make recommendations for future practice (citing research as appropriate). Finally, suggest ways to share this information with colleagues, administrators and parents/guardians.

Page 240 in the Gottlieb text may help you with your conceptualization and organization of the portfolio.

You should use the above directions and description as well as the below rubric/grading criteria to guide and reflect on your work.

Rubric:

Component	Possible Points	Criteria for earning highest number of points possible	Points earned/Comments
The portfolio contains the following: <ul style="list-style-type: none"> • student profile (5 pts) • oral language assessment (5 pts) • content area assessment (10 pts) 	60	The portfolio is complete with all required components. Each component is fully described, and documented, with appropriate citations.	

<ul style="list-style-type: none"> • reading assessment (10 pts) • writing assessment (10 pts) • funds of knowledge interview (10 pts) • an analysis of the student's performance on general classroom assessments with a specific lens as to bias, reliability and validity (10 pts) 			
Organization and writing skills	15	<ul style="list-style-type: none"> • The paper is free from spelling, punctuation and other errors. • The paper is well-organized, with an introduction, body and conclusion that flow well together • The writing stays on topic throughout the paper 	

		<ul style="list-style-type: none"> • APA style is used throughout paper, including appropriate references to literature 	
Analysis and Reflection	40	<ul style="list-style-type: none"> • Specific information from course learning and readings is used to support author's statements and/or suggestions • Main points are clearly presented and well-supported • Knowledge from readings and class discussions is incorporated into paper • Information presented is connected to site where observations have taken place and to the specific student via reflection statements • Recommendations are made based on the context and best practice learned in class and from our readings 	

J. RESOURCES:

Abedi, J. & Faltis, C. (2015). Teacher assessment and the assessment of students with diverse learning needs. *Review of Research in Education* 39(1), vii-xiv. American Educational Research Association. doi: 10.3102/0091732X14558995

Bailey, A. L., & Carroll, P.E. (2015). Assessment of English Language Learners in the era of new academic content standards. *Review of Research in Education*, 39, 253-294.

Bailey, A. L. & Wolf, M. K. (2012). *The challenge of assessing language proficiency aligned to the Common Core State Standards and some possible solutions*. Retrieved from

- http://ell.stanford.edu/sites/default/files/pdf/academic-papers/08-Bailey%20Wolf%20Challenges%20of%20Assessment%20Langauge%20Proficiency%20FINAL_0.pdf
- Basterra, M. Trumbull, E., & Solano-Flores, G. (Eds.). (2011). *Cultural validity in assessment: Addressing linguistic and cultural diversity*. New York, NY: Routledge.
- Berger, R. (2014, March). When students lead their learning. *Educational Leadership*, 71(6). Retrieved from <http://www.ascd.org/publications/educational-leadership/mar14/vol71/num06/When-Students-Lead-Their-Learning.aspx>
- Boals, T., Kenyon, D. M., Blari, A., Cranelly, M. E., Wilmes, C., & Wright, L. (2015). Transformation in K-12 English Language Proficiency Assessment: Change Contexts, Changing Constructs. 39(1), 122-164. American Educational Research Association. doi: 10.3102/0091732X14556072
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