

Assessment 6: Assessment Issue Research Paper

Description of the assessment

Candidates write a research paper on examining issues in evaluating the linguistic, academic, and behavioral abilities of English Language Learners with disabilities. This assessment is a main research paper that not only evaluates candidates' advanced knowledge of current issues in assessing ELLs, but also assesses candidates' ability in conducting a research paper. This assessment is completed in taking SPED 5557: Assessing English Language Learners with Disabilities.

How the assessment aligns with the standards cited

This assessment is aligned mainly with CEC standard 8 Assessment. It also reflects CEC standard 9 Professional and Ethical Practices.

Standard 8 Assessment: By identifying critical issues in assessment of ELLs with disabilities, candidates demonstrate the understanding of legal policies at national and local levels and ethical principles of assessment related to referral and eligibility for ELLs. They need to demonstrate understanding of issues of using formal and informal assessment, validity and reliability, bias in assessing ELLs, and interpretations of assessment results. The specific CEC competencies include ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6.

Standard 9 Professional and Ethical Practices: Conducting and collecting research evidences to support the discussion of identified issues, candidates demonstrate the understanding that cultural biases and differences influencing one's learning and teaching. They must demonstrate the need to foster their growth in the field through well-conducted academic research. In providing recommended solutions to resolve the identified issues, candidates view themselves as a source of unique service (i.e., special education educators with training in teaching ELLs) for ELLs with disabilities. The specific CEC competencies include: ICC9K1, ICC9S9 and GC9K1.

Analysis of Data

As seen in candidates' performance data in Spring 2008, they achieved most performance areas by meeting the standards. Out of five areas, four areas were met and only one area (understanding various issues of assessment) was exceeded with 80%. The data reflected the challenges of conducting a research paper that the candidates had. Using previous year's data in Spring 2009, the course instructor changed the paper requirement by encouraging the candidates to conduct at least two drafts before the final submission. Overall, the two semester's data indicated that 21 candidates achieved this assessment by meeting (48%) or exceeding (52%) CEC standards 8 & 9.

In Fall 2010, the course instructor continued to encourage students to conduct at least two drafts the final submission. The majority of them met/exceeded the standards in the

second draft. Among 12 candidates, 20% of them met the standards and 80% exceeded the standards.

Evidence for Meeting Standards

All candidates (N=33) demonstrated their competency by meeting or exceeding the following CEC standards:

- Understands various issues of assessment for students who are culturally and linguistically diverse. CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6
- Understands assessment issues that impact ELL students. Pursues opportunities to grow in his/her knowledge of the field through well-conducted academic research. CEC 9: ICC9K1, ICC9S8
- Demonstrates understanding of the various issues of assessment for special education testing and the various ways that tests can be biased and therefore invalid measures of what ELL students know and can do. CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6
- Advocates and serves as an educational resource for other professionals, students and families in their schools and communities. Provides alternatives to biased and limiting assessment practices. CEC 9: GC9K1
- Presents information in a highly professional manner that will serve the local educational community; Writing is a model of English academic proficiency. CEC 9: ICC9S8

Assessment 6: Assessment Issues Research Paper

Direction and Guideline

The paper investigates current issues in the assessment of English Language Learners (ELLs) with disabilities. The paper must identify two issues that exist at a national level and then discuss whether these same issues appear to exist in the region and locally in their own home districts.

The followings are possible issues:

- over-representation of ELLs in special education
- a lack of assessment in ELLs' native languages
- unfairness and bias in standardized assessments
- misinterpretation on assessment results
- a lack of appropriate language intervention programs

Each issue must be well documented and discussed. Finally, provide recommended solutions for each issue. You need to use various data evidences and research to support the discussion of identified issues and recommended solutions. Please use APA writing style. Do not exceed 10 pages.

Your paper will be evaluated based on the following criteria: Relevance of identified issues, quality of research conducted to support the identified issues, details and evidences on discussion of the issues from a national, regional and local perspective, details and evidences on solutions and presentation of academic writing.

Rubric for the Assessment Issues Research Paper [25 Points; 5 points each]

	CEC Standards	Approaches Standard	Meets Standard	Exceeds Standard
Identification of Issues in the Assessment of ELL Students with Disabilities	Understands various issues of assessment for students who are culturally and linguistically diverse. CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6	Did not identify two relevant issues, or the issues identified are not specific to culturally and linguistically diverse students with disabilities	Adequately identified two relevant issues in the assessment of culturally and linguistically diverse students with disabilities	Identified two highly relevant and critical issues in the assessment of culturally and linguistically diverse learners with disabilities
Quality of Research Conducted	Understands assessment issues that impact ELL students. Pursues opportunities to grow in his/her knowledge of the field through well-conducted academic research. CEC 9: ICC9K1, ICC9S8	The research conducted was limited or lacking in currency, depth, or breath.	The research conducted was adequate to discuss the two assessment issues selected and the candidate cited a satisfactory number of relevant sources.	The research conducted was extensive for each topic and the candidate utilized an excellent variety of sources.
Discussion of the Issues from a National, Regional, and Local Perspective	Demonstrates understanding of the various issues of assessment for special education testing and the various ways that tests can be biased and therefore invalid measures of what ELL students know and can do. CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6	The candidate provided some discussion of each issue but failed to discuss the issue from both a national and regional/local perspective. Some citations are relevant; however the citations are lacking in variety, relevance or completeness.	The candidate satisfactorily discussed each issue from a national perspective and linked the national picture on the issue to local or regional conditions. Relevant and complete citations are provided for each issue.	The candidate provided a rich and highly detailed discussion of the issue from a national, regional and local perspective. The citations are well done. They are well selected, complete, and correctly formulated according to APA format.

	CEC Standards	Approaches Standard	Meets Standard	Exceeds Standard
Solutions Provided to Resolve the Two Identified Issues	Advocates and serves as an educational resource for other professionals, students and families in their schools and communities. Provides alternatives to biased and limiting assessment practices. CEC 9: GC9K1	The candidate failed to provide solutions for the two issues as culled from the research conducted, local best practices or his/her own recommendations.	The candidate provided a satisfactory range of suggestions to resolve each issue as culled from research, local best practices and his/her own proposed recommendations.	The candidate provides a range of highly detailed and well-formulated solutions to the assessment issues discussed.
Professional Presentation of Information	Presents information in a highly professional manner that will serve the local educational community; Writing is a model of English academic proficiency. CEC 9: ICC9S8	The candidate demonstrates some level of academic proficiency in English but deficiencies are noted. Required page length not met or the paper is not well constructed within the page limit set.	Candidate demonstrates a satisfactory level of academic proficiency in English. Required page length is met and the paper is organized and written in a satisfactory manner.	The candidate demonstrates superior proficiency in English for academic purposes. The candidate maintains the required page length while providing a succinct and expertly-organized paper.

Name _____

Date _____

Score _____

Performance Areas/Standards	Spring 08 N=10			Spring 09 N=11			Fall10 N12		
	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds
Understands various issues of assessment for students who are culturally and linguistically diverse. CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6	0 0%	2 20%	8 80%	0 0%	0 0%	11 100%			12 100%
Understands assessment issues that impact ELL students. Pursues opportunities to grow in his/her knowledge of the field through well-conducted academic research. CEC 9: ICC9K1, ICC9S8	0 0%	10 100%	0 0%	0 0%	0 0%	11 100%		2 27%	10 83%
Demonstrates understanding of the various issues of assessment for special education testing and the various ways that tests can be biased and therefore invalid measures of what ELL students know and can do. CEC 8: ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, GS8K1, GS8K2, GS8K3, GS8K4, ICC8S6	0 0%	10 100%	0 0%	0 0%	0 0%	11 100%		8 67%	4 43%
Advocates and serves as an educational resource for other professionals, students and families in their schools and communities. Provides alternatives to biased and limiting assessment practices. CEC 9: GC9K1	0 0%	10 100%	0 0%	0 0%	2 18%	9 82%		1 5%	11 95%
Presents information in a highly professional manner that will serve the local educational community; Writing is a model of English academic proficiency. CEC 9: ICC9S8	0 0%	10 100%	0 0%	0 0%	1 10%	10 90%		1 5%	11 95%
Overall Assessment of Assessment Issue Paper	0 0%	90%	10%	0 0%	5%	95%		20%	80% %