

TESL 551
Assessment Case Study [25 points]
Guidelines for Completing this Project

Description:

Teachers conduct formal and informal assessment of the language of a selected student. They provide information on the oral language, reading and writing abilities of the selected student in a written report (with assessment protocols attached).

Steps:

- 1) Select a case study student to assess, preferably a student for whom you would like to have additional assessment information.
- 2) Determine what formal and informal assessment tools you will use to evaluate:
 - a) home language
 - b) oral language
 - c) reading
 - d) writing

Draw upon your course texts and the assessment strategies demonstrated in class. Be certain that you collect enough information to fully describe the student abilities in each area (L,S,R,W in terms of both stage of development and current skills and abilities).

You must combine direct assessment methods drawn from this course with self-assessment methods. In addition to student perspectives, you must include results that show the judgment of other parties (parents, other teachers, etc.) about student abilities in each area, to the greatest extent possible.

- 4) Write a summary report in which you detail the findings or major conclusions of the assessments you conduct.

- 5) Include all assessment protocols used for this project and any samples of student performance upon which you based your ratings of performance (audiotapes, videotapes, work products) in the PowerPoint or attached to your written Report.

TESOL/NCATE Standards

1. *Standard 4 b: Language Proficiency Assessment.* Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.
2. *Standard 4c: Classroom-Based Assessment for ESL.* Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.
3. *Standards 5b and c: Partnerships and Advocacy; Professional Development and Collaboration.* Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families. They collaborate with and are prepared to

serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students. *[Standard 5b, c]*

Project Objectives:

- 1) identify the different purposes of second language assessment: identification, placement in and exit from programs, and measurement of individual student progress
- 2) identify, select, conduct and interpret formal and informal oral language and literacy assessment techniques and instruments; including standardized, authentic, performance, curriculum and portfolio-based assessments; in order to conduct individual assessment or complete a needs assessment of a particular group ESL learners (language proficiency, background knowledge, schooling experience, etc.)
- 3) Collaborate with other teachers in data gathering and assessment.
- 4) appreciate individual differences in English Language Learners (in experiences, values, norms, abilities, needs, interests, learning styles, language variety, etc.) to plan effective curricula and write relevant goals and objectives
- 5) confer with students' families in a culturally and linguistically responsive manner to discuss the results of language assessments and the curriculum and instruction planned for the child/youth.

TESL 551--Rubric for the Assessment Case Study [25 points]

	Standards/Performance Indicator	Approaches Standard	Meets Standard	Exceeds Standard
<p>Presentation of the Case Study and Home Language Assessments</p>	<p><i>Demonstrates an understanding of the importance of students' home languages and builds on these skills as a foundation for learning English; (1.b.7); Uses Multiple Sources of Information and Builds Partnerships with ESOL families (2.a.3) (4.b.5) Understands purposes, uses and interpretation of assessment tools/procedures as they relate to ESOL Learners (4.a.1), (4.b.5), 4.c.3); Knowledge: Domain-Specific Knowledge; Technology Knowledge; Practice: Professional Practice; Diversity: Individual Differences and Cultural Diversity; Family Centeredness and Engagement; RIPTS 2, 3, 7, 9</i></p>	<ul style="list-style-type: none"> • Some information is presented about the Case Study Student but important background information is missing (ethnicity, home language, educational background, etc.) • The candidate demonstrates some awareness of the purposes, uses and interpretation of home language assessment tools/procedures, but does not draw information from multiple sources <p>Points Awarded:</p>	<ul style="list-style-type: none"> • Satisfactory information is presented about the Case Study Student; all important background information is reported (ethnicity, home language, educational background, etc.) • The candidate demonstrates a clear understanding of the purposes, uses and interpretation of home language assessment tools/procedures and is able to draw information from multiple sources <p>Points Awarded:</p>	<ul style="list-style-type: none"> • A broad range of information is presented about the Case Study Student covering many important background characteristics of the learner • The candidate demonstrates superior understanding of the purposes, uses and interpretation of home language assessment tools/procedures and provides a rich array of information from multiple sources <p>Points Awarded:</p>
<p>Selection and Administration of Assessment Measures for ESOL Learners (Oral Language)</p>	<p><i>Selects and administers appropriate formal and informal measures for the assessment of oral language (4.b.2; 4.b.3, 4.b.4; 4.c.1; 4.c.3); Knowledge: Domain-Specific Knowledge; Practice: Reflective Problem Solving, Professional Practice; Diversity: Individual Differences and Cultural Diversity; RIPTS 9, 7</i></p>	<ul style="list-style-type: none"> • Candidate demonstrates some ability to select and correctly administer appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance, self-assessment) measures for the assessment of oral language <p>Points Awarded:</p>	<ul style="list-style-type: none"> • Candidate consistently selects and correctly administers appropriate formal (norm-referenced, criterion-referenced) and informal authentic, performance, self-assessment) measures for the assessment of oral language <p>Points Awarded:</p>	<ul style="list-style-type: none"> • Candidate selects and correctly administers a wide range of appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance, self-assessment) measures which represent best of current assessment practice <p>Points Awarded:</p>
<p>Selection and Administration of Assessment Measures for ESOL Learners (Reading)</p>	<p><i>Selects and administers appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance) measures for the assessment of reading (4.b.2; 4.b.3, 4.b.4; 4.c.1; 4.c.3); Knowledge: Domain-Specific Knowledge;</i></p>	<ul style="list-style-type: none"> • Candidate demonstrates some ability to select and correctly administer appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance; self-assessment) measures for the 	<ul style="list-style-type: none"> • Candidate consistently selects and correctly administers appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance; self-assessment) measures for the assessment of reading 	<ul style="list-style-type: none"> • Candidate selects and correctly administers a wide range of appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance; self-assessment) measures for the assessment of reading

	<i>Practice: Reflective Problem Solving, Professional Practice; Diversity: Individual Differences and Cultural Diversity; RIPTS 9, 7</i>	assessment of reading Points Awarded:	Points Awarded:	Points Awarded:
Selection and Administration of Assessment Measures for ESOL Learners (Writing)	<i>Selects and administers appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance) measures for the assessment of writing (4.b.2; 4.b.3, 4.b.4; 4.c.1; 4.c.3); Knowledge: Domain-Specific Knowledge; Practice: Reflective Problem Solving, Professional Practice; Diversity: Individual Differences and Cultural Diversity; RIPTS 9, 7</i>	<ul style="list-style-type: none"> • Candidate demonstrates some ability to select and correctly administer appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance; self-assessment) measures for the assessment of writing Points Awarded:	<ul style="list-style-type: none"> • Candidate consistently selects and correctly administers appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance; self-assessment) measures for the assessment of writing Points Awarded:	<ul style="list-style-type: none"> • Candidate selects and correctly administers a wide range of appropriate formal (norm-referenced, criterion-referenced) and informal (authentic, performance; self-assessment) measures for the assessment of writing Points Awarded:
Use of Technology to Present Results; Data-Based Decision-Making; Documentation of Learner Progress Toward Standards	<i>Draws Appropriate Conclusions from the Assessments Conducted About Educational and Instructional Needs; Documents Learner Progress Toward the State-Adopted ESL Standards (4.b.1, 4.c.1) Presents information in a highly professional manner that will serve the local educational community (5.b 2); Knowledge: Domain-Specific Knowledge; Practice; Communication and Expression; Professional Practice; Family Centeredness and Engagement; RIPTS 2, 9, 11,</i>	<ul style="list-style-type: none"> • Candidate demonstrates limited ability to use technology to present instructionally-relevant assessment information to stakeholders • Candidate demonstrates some ability to draw appropriate conclusions from the assessments conducted to guide educational programming and instruction and to report the findings in a professional manner • Candidate has some awareness of the need to document learner progress towards meeting the State-Adopted ESL Standards Points Awarded:	<ul style="list-style-type: none"> • Candidate demonstrates a satisfactory level of competence in using technology to present instructionally-relevant assessment information to stakeholders • Candidate satisfactorily demonstrates the ability to draw appropriate conclusions from the assessments conducted to guide educational programming and instruction and to present the findings in a professional manner • Candidate is able to document learner progress toward meeting the State-Adopted ESL Standards Points Awarded:	<ul style="list-style-type: none"> • Candidate demonstrates a superior ability to use technology to present instructionally-relevant assessment information to stakeholders • Candidate demonstrates a superior ability to use assessment data to guide educational programming and plan highly meaningful and effective instruction . • Candidate presents the information in a manner that reflects a high level of professionalism. • Candidate provides a comprehensive picture of the learner’s progress toward meeting State-Adopted ESL Standards Points Awarded:

No mark on rubric, indicates failure to address standard; No points awarded

Name _____

Score 1 _____

Date _____

Score 2 _____

Date _____

TESL 551 Spring 2007
Assessment Case Study

Overall Selection
Administration &
Interpretation of
Assessments

(Formal and Informal for All Areas)

Last Name	First Nam ID	Date	Overall Selection Administration & Interpretation of Assessments	Oral Language Assessments	Reading Assessments	Writing Assessments	Data-Based Decision-Making	Total Score
[REDACTED]	[REDACTED]	397161 6/4/2007	5	5	4.5	4.5	4	23
[REDACTED]	Maria	343439 5/7/2007	5	4	4	3	4	20
[REDACTED]	Jessica	228979 5/11/2007	5	5	4	4	4	22
[REDACTED]	Kelly	391736 5/11/2007	6	5	5	5	4	25
[REDACTED]	[REDACTED]	397030 5/7/2007	5	5	5	5	5	25
[REDACTED]	Rebecca	250017 5/7/2007	5.5	5	5	5	5	25.5
[REDACTED]	[REDACTED]	211835 5/11/2007	5	5	5	5	4	24
[REDACTED]	Cynthia	269902 5/11/2007	5	5	4	4	4	22
Average Scores			5.1875	4.875	4.5625	4.4375	4.25	23.3125

Approaches = 1-3

Meets = 4-5

Exceeds = 6

TESL 551 Spring 2008
Assessment Case Study

Overall Selection
Administration &
Interpretation of
Assessments

(Formal and Informal For All Areas)

Last Name	First Name	ID	Date	Overall Selection Administration & Interpretation of Assessments	Oral Language Assessments	Reading Assessments	Writing Assessments	Data-Based Decision-Making	Total Score
[REDACTED]	[REDACTED]	401473	5/9/2008	5	5	5	5	5	25
[REDACTED]	Rachel	328313	5/5/2008	6	6	6	6	6	30
[REDACTED]	Matthew	312850	5/5/2008	5	5	4	5	4	23
[REDACTED]	Christina	340395	5/8/2008	4	4	4	4	4	20
[REDACTED]	[REDACTED]	401877	4/28/2008	6	6	6	6	6	30
[REDACTED]	Nancy	335226	5/8/2008	5	5	5	5	5	25
[REDACTED]	Alicia	340396	5/6/2008	3	4	4	3	4	18
[REDACTED]	Carol	238486	5/10/2008	3	3	3	3	3	15
[REDACTED]	[REDACTED]	397345	4/28/2008	5	5	5	5	5	25
[REDACTED]	Nadine	271980	5/8/2008	5	5	5	5	6	26
[REDACTED]	Jaime	412104	5/8/2008	5	4	4	4	4	21
[REDACTED]	Kathryn	391359	5/5/2008	5	5	5	5	5	25
[REDACTED]	Kary	312249	5/5/2008	5	5	5	5	5	25
[REDACTED]	Jennifer	217541	5/8/2008	5	5	5	5	5	25
Average Scores				4.785714	4.785714	4.714286	4.714286	4.785714	23.78571

Approaches = 1-3
Meets = 4-5
Exceeds = 6

TESL 551 Spring 2009
Assessment Case Study

Overall Selection
Administration &
Interpretation of
Assessments

(Formal and Informal for All Areas)

Last Name	First Nam ID	Date	Overall Selection Administration & Interpretation of Assessments	Oral Language Assessments	Reading Assessments	Writing Assessments	Data-Based Decision-Making	Total Score
[REDACTED]	Chris	323649 5/9/2009	5.5	5	5	5	5	25.5
[REDACTED]	Mary	253102 5/6/2009	5	5	5	5	5	25
[REDACTED]	Lisa	205234 5/9/2009	6	5	4	4	5	24
[REDACTED]	[REDACTED]	340258 5/9/2009	5	5	4	4	5	23
[REDACTED]	[REDACTED]	391372 5/9/2009	5	5.5	4.5	5	5	25
[REDACTED]	Megan	316132 5/9/2009	5.5	4	5	5	4.5	24
[REDACTED]	Brenda	416574 5/5/2009	5	5	5	5	5	25
[REDACTED]	Alex	417864 5/1/2009	5	5	5	5	4	24
[REDACTED]	Roxanne	330434 7/12/2009	5	5	5	5	5	25
[REDACTED]	[REDACTED]	310778 5/9/2009	5	5	5	4	4	23
[REDACTED]	[REDACTED]	316132 5/9/2009	5	5	5	5	5	25
Average Scores			5.181818	4.954545	4.772727	4.727273	4.772727	24.40909

Approaches = 1-3
Meets = 4-5
Exceeds = 6