

LLSS 568: Alternative Assessment Practices for English Language Learners

Fall, 20011 Mondays, 4:15-6:45 TEC 190

Instructors:

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<u>Office Hours:</u> Mondays 1-3 Also by appointment	<u>Office Hours:</u> (August 22 – December 9) Note: <i>Prior</i> appointment needed Thursdays 4:30-6:30 p.m. on campus Fridays, 4:00-5:00 p.m. off campus

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Course Overview

Course Description:

The purpose of this course is to explore issues related to the assessment of English language learners. Participants will engage in discussions about language practices and patterns of language use among cultural and linguistically diverse populations that may be misunderstood as language deficiencies. We will consider the dilemma of using traditional assessment instruments, such as standardized tests, and explore a variety of alternative assessment methods. The course will also explore the implications of testing practices and their impact on various student constituencies, the underlying motivations that influence high stakes testing in schools, and the potential for more meaningful forms of assessment.

Course Backwards Design Plan:

The learning objectives of this course are that:	The learning objectives will be formally assessed via:
<p><i>Participants will understand:</i></p> <ul style="list-style-type: none"> ○ language practices and patterns of language use among cultural and linguistically diverse populations that may be misunderstood as language deficiencies. ○ the impact of traditional assessment practices on various student constituencies. ○ a variety of alternative assessment methods and their potential for fostering educational equity. 	<p>Issues paper, weekly summaries</p> <p>Test critique, manifesto</p> <p>Manifesto, issues paper</p>
<p><i>Participants will be able to:</i></p> <ul style="list-style-type: none"> ○ articulate some of the issues related to traditional assessment practices, such as the use of standardized tests for (a) evaluation of student achievement, (b) school accountability, and (c) identification of exceptionalities, when used with English language learners. ○ define and appropriately use terminology often heard in relation to English language learners, language development and use, and assessment. ○ communicate ideas and information related to the course topics using professional norms. 	<p>Issues paper, test critique, manifesto</p> <p>Glossary, weekly summaries</p> <p>all written assignments and class discussions</p>
<p><i>Participants will demonstrate:</i></p> <ul style="list-style-type: none"> ○ respect for individuals with a variety of diversities, such as by using non-pejorative and person-first language. 	<p>all written assignments and class discussions</p>

The class will be taught in a seminar format using a variety of teaching strategies, including interactive presentations, individual writing assignments, small group activities, and whole class discussion.

Readings

Required Readings: (on e-reserve at Zimmerman Library – the password is alt568)

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice: Designing and developing useful language tests*. Oxford, England: Oxford University Press.
- Brown, J. D., & Hudson, T. (2002). *Criterion referenced language testing*. England: Cambridge University Press.
- Ellis, B. B., & Raju, N. S. (2004). Test and item bias: What they are, what they aren't, and how to detect them. In J. E. Wall & G. R. Walz (Eds.), *Measuring up: Assessment issues for teachers, counselors, and administrators* (pp. 89-98). Austin, TX: PRO-ED.
- Fremer, J., & Wall, J. (2004). Why use tests and assessments? In J. E. Wall & G. R. Walz (Eds.), *Measuring up: Assessment issues for teachers, counselors, and administrators* (pp. 3-19). Austin, TX: PRO-ED.
- Geisinger, K. F. (2004). Testing students with limited English proficiency. In J. E. Wall & G. R. Walz (Eds.), *Measuring up: Assessment issues for teachers, counselors, and administrators* (pp. 147-159). Austin, TX: PRO-ED.
- Goldsmith, S. M. (2004). Lost in translation: Issues in translating tests for non-English speaking, limited English proficient, and bilingual students. In J. E. Wall & G. R. Walz (Eds.), *Measuring up: Assessment issues for teachers, counselors, and administrators* (pp. 127-146). Austin, TX: PRO-ED.
- Basso, K. H. (1971). "To give up on words": Silence in western Apache culture. In K. H. Basso & M. E. Opler (Eds.), *Apachean culture history and ethnology* (pp. 151-161). Tucson, AZ: University of Arizona Press.
- Corson, D. (2001). *Language diversity and education*. Mahwah, NJ: Lawrence Erlbaum.
- Lundberg, D., & Kirk, W. (2004). A test user's guide to serving a multicultural community. In J. E. Wall & G. R. Walz (Eds.), *Measuring up: Assessment issues for teachers, counselors, and administrators* (pp. 117-125). Austin, TX: PRO-ED.
- Lunt, I. (1993). The practice of assessment. In H. Daniels (Ed.), *Charting the agenda: Educational activity after Vygotsky* (pp. 145-170). New York, NY: Routledge.
- Mayor, B. M. (1994). What does it mean to be bilingual? In B. Stierer & J. Maybin (Eds.), *Language, literacy and learning in educational practice* (pp. 74-91). Clevedon, England: Multilingual Matters.
- McCollum, P. (1999). Learning to value English: Cultural capital in a two-way bilingual program. *Bilingual Research Journal*, 23(2 & 3), 113-134.
- Philips, S. U. (1983). *The invisible culture: Communication in classroom and community on the Warm Springs Indian reservation*. Prospect Heights, IL. Waveland Press, Inc.
- Schiffrin, D. (1984). Jewish argument as sociability. *Language in Society*, 13, 311-335.
- Tharp, R., & Yamauchi, L. (2000). Rural, urban and minority education: Instructional conversations in Native American classroom. *The Journal of Early Education and Family Review*, 7(5), 33-37.
- Vansickle, T. (2004). Types and uses of tests. In J. E. Wall & G. R. Walz (Eds.), *Measuring up: Assessment issues for teachers, counselors, and administrators* (pp. 21-31). Austin, TX:

PRO-ED.

Recommended Readings: (on e-reserve at Zimmerman Library)

- Abedi, J. (2002). Standardized achievement tests and English language learners: Psychometric issues. *Educational Assessment*, 8(3), 231-257.
- Abella, R., Urritia, J., & Shneyderman, A. (2005). En examination of the validity of English-language achievement test scores in an English language learner population. *Bilingual Research Journal*, 29(1), 127-144.
- Arreaga-Mayer, C., Carta, J. J., & Tapia, Y. (1994). Ecobehavioral assessment: A new methodology for evaluating instruction for exceptional culturally and linguistically diverse students. In S. B. García (Ed.), *Addressing cultural and linguistic diversity in special education: Issues and trends* (pp. 10-29). Reston, VA: The Division for Culturally and Linguistically Diverse Exceptional Learners, The Council for Exceptional Children.
- Bachman, L. F., & Palmer, A. S. (1996). *Language testing in practice*. Oxford, England: Oxford University Press.
- Beaumont, C., de Valenzuela, J. S., & Trumbull, E. (2002). Alternative assessment for transitional readers. *Bilingual Research Journal*, 26(2), 213-240.
- Council of Chief State School Officers. (2000). *Ensuring accuracy in testing for English language learners*. Washington, DC: Author.
- Dana, R. H. (2001). Multicultural issues in assessment. In B. F. Bolton (Ed.), *Handbook of measurement and evaluation in rehabilitation* (pp. 449-470). Gaithersburg, MD: Aspen.
- DaSilva Iddings, A. C. (2005). Linguistic access and participation: English language learners in an English-dominant community of practice. *Bilingual Research Journal*, 29(1), 165-183.
- de Valenzuela, J. S., Copeland, S. R., Qi, C. H., & Park, M. (2006). Examining educational equity: Revisiting the disproportionate representation of minority students in special education. *Exceptional Children*, 72(4), 425-441.
- Escamilla, K., Chávez, L., & Vigil, P. (2005). Rethinking the “gap”: High stakes testing and Spanish-speaking students in Colorado. *Journal of Teacher Education*, 56(2), 1320144.
- Escamilla, K., Mahon, E., Riley-Bernal, H., & Rutledge, D. (2003). High-stakes testing, Latinos, and English language learners: Lessons from Colorado. *Bilingual Research Journal*, 27(1), 25-49.
- Figueroa, R. A., & Hernandez, S. (2000). *Testing Hispanic students in the United States: Technical and policy issues*. Washington, DC: President’s Advisory Commission on the Educational Excellence of Hispanic Americans. Downloaded from <http://eric.ed.gov/PDFS/ED441652.pdf>.
- Garcia, P. (2003). The use of high school exit examinations in four Southwestern states. *Bilingual Research Journal*, 27(3), 431-450.
- Godina, H. (2004). Contradictory literacy practices of Mexican-background students: An ethnography from the rural Midwest. *Bilingual Research Journal*, 28(2), 153-180.
- Grimble, A., & Filer, L. (1996). Using curriculum related assessment sheets in the primary classroom. In T. Cline & N. Fredrickson (Eds.), *Curriculum related assessment, Cummins and bilingual children* (pp. 41-52). Clevedon, Avon, England: Multilingual Matters.
- Gumperz, J. J., & Cook-Gumperz, J. (1982). Introduction: Language and the communication of

- social identity. In J. J. Gumperz (Ed.), *Language and social identity* (pp. 1-21).
- Gustafsson, J. E., & Undheim, J. O. (1996). Individual differences in cognitive functions. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 186-242). New York: MacMillan.
- Hakuta, K., & McLaughlin, B. (1996). Bilingualism and second language learning: Seven tensions that define the research. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational Psychology* (pp. 603-621). New York: MacMillan.
- Hambleton, R. K. (1996). Advances in assessment models, methods, and practices. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 899-925). New York: MacMillan.
- Hansen, J. G., & Liu, J. (1997). Social identity and language: Theoretical and methodological issues. *TESOL Quarterly*, 31(3), 567-576.
- Haworth, M., & Joyce, J. (1996). A resource for assessing the language skills of bilingual pupils. In T. Cline & N. Fredrickson (Eds.), *Curriculum related assessment, Cummins and bilingual children* (pp. 116-145). Clevedon, Avon, England: Multilingual Matters.
- Helms, J. E. (1997). The triple quandary of race, culture, and social class in standardized cognitive ability testing. In D. P. Flanagan, J. L. Genshaft & P. L. Harrison (Eds.), *Contemporary intellectual assessment* (517-532). New York: Guilford.
- Hong, W., & Youngs, P. (2008). Does high-stakes testing increase cultural capital among low-income and racial minority students? *Education Policy Analysis Archives*, 16(6), 1-18.
- Horn, C. (2003). High stakes testing and students: Stopping or perpetuating a cycle of failure? *Theory into Practice*, 42(1), 30-41.
- Huempfer, L. (2004). Can one size fit all? The imperfect assumptions of parallel achievement tests for bilingual students. *Bilingual Research Journal*, 28(3), 379-399.
- Leach, L., Neutze, G., & Zepke, N. (2001). Assessment and empowerment: Some critical questions. *Assessment and Evaluation in Higher Education*, 26(4), 293-305.
- Losen, D. J., & Orfield, G. (2002). Introduction: Racial inequality in special education. In D. J. Losen & G. Orfield (Eds.), *Racial inequity in special education* (pp. xv-xxxvii). Cambridge, MA: The Civil Rights Project at Harvard University, Harvard Education Press.
- MacSwan, J. (2000). The threshold hypothesis, semilingualism, and other contributions to a deficit view of linguistic minorities. *Hispanic Journal of Behavioral Sciences*, 22(1), 3-45.
- MacSwan, J., Rolstad, K., & Glass, G. V. (2002). Do some school-age children have no language? Some problems of construct validity in the Pre-LAS Español. *Bilingual Research Journal*, 26(2), 213-238.
- Mahoney, K. S., & MacSwan, J. (2005). Reexamining identification and reclassification of English language learners: A critical discussion of select state practices. *Bilingual Research Journal*, 29(1), 31-42.
- Menken, K. (2006). Teaching to the test: How No Child Left Behind impacts language policy, curriculum, and instruction for English language learners. *Bilingual Research Journal*, 30(2), 521-546.
- Menken, K. (2000). What are the critical issues in wide-scale assessment of English language learners? *Issue and Brief - NCBE*, 6, 1-7.
- Minami, M., & Ovando, C. J. (2004). Language issues in multicultural contexts. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of multicultural education* (2nd ed., pp. 567-588).

- New York: MacMillan.
- Mueller, T. G., Singer, G. H. S., & Grace, E. J. (2004). The Individuals with Disabilities Education Act and California's Proposition 227: Implications for English language learners with special needs. *Bilingual Research Journal*, 28(2), 231-251.
- Ochs, E. (1986). Introduction. In B. B. Schieffelin & E. Ochs (Eds.), *Language socialization across cultures* (pp. 1-13). Cambridge, England: Cambridge University Press.
- Portes, P. R. (1996). Ethnicity and culture in educational psychology. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of educational psychology* (pp. 331-357). New York: MacMillan.
- Reyes, I. (2004). Functions of code switching in schoolchildren's conversations. *Bilingual Research Journal*, 28(1), 77-98.
- Romero, M. E. (1994). Identifying giftedness among Keresan Pueblo Indians: The Keres study. *Journal of American Indian Education*, 3-58.
- Shohamy, E. (2000). Inside the "black box" of classroom language tests. *English Teachers' Journal*, 53, 54-60.
- Siegel, J. (1999). Stigmatized and standardized varieties in the classroom: Interference or separation? *TESOL Quarterly*, 33(4), 701-727.
- Wiley, T. G., & Wright, W. E. (2004). Against the undertow: Language-minority education policy and politics in the "age of accountability." *Educational Policy*, 18(1), 142-168. doi: 10.1177/0895904803260030
- Worthy, J., Rodríguez-Galindo, A., Assaf, L. S., Martínez, I., & Cuero, K. (2003). Fifth-grade bilingual students and precursors to "subtractive schooling". *Bilingual Research Journal*, 27(2), 275-294.

Recommended Books:

- Cazden, C. B. (1988). *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.
- Gumperz, J. J. (Ed.). (1982). *Language and social identity*. Cambridge, England: Cambridge University Press.
- Lippi-Green, R. (1997). *English with an accent*. London: Routledge.
- Philips, S. U. (1993). *The invisible culture: Communication in classroom and community on the Warm Springs Indian reservation* (2nd ed.). Prospect Heights, Ill: Waveland Press.
- Valdés, G., & Figueroa, R. (1994). *Bilingualism and testing: A special case of bias*. Norwood, NJ: Ablex.
- Valencia, R. R., & Suzuki, L. A. (Eds.). (2000). *Intelligence testing and minority students: Foundations, performance factors, and assessment issues*. Thousand Oaks, CA: Sage.

COURSE REQUIREMENTS AND GRADING

Course Structure:

This course is designed so that students will interact actively with the course material -- whole and small group discussion, rather than instructor lecture, will make up the bulk of in-class sessions. Therefore, *it is imperative that students arrive at each class having thoroughly read all of the assigned readings*. Graded assignments are designed to be instructional as well as providing a means of arriving at a final grade for each student. Therefore, emphasis will be placed on graded out-of-class assignments that rely on analysis, synthesis and evaluation of course materials and development of critical thinking.

Specific Course Requirements:

Assignments	Points Possible
1. Weekly homework (1 point per week).....	9 pts
2. Critical Issues paper.....	25 pts
3. Glossary.....	20 pts
4. Language assessment description and critique (paper).....	25 pts
5. Manifesto.....	20 pts
Total	99

Written directions for all assignments are provided in this syllabus, along with the criteria for determining point values, in the form of an assignment coversheet. A copy of each cover sheet will be handed out in class, so that you do not need to remove the copy from your syllabus. **The cover sheet must be completed and signed and all minimal criteria must be met for the assignment to be accepted.**

NOTE: *Any assignment which is not written in a manner that is comprehensible to the instructor, which does not meet the stated minimum criteria for the assignment, and/or which contains profanity or is presented in an otherwise unprofessional manner will not be accepted. A student may be allowed to revise their assignment, at the discretion of the instructor.*

All written assignments will be expected to be typed and follow the *American Psychological Association Manual (6th ed.)* format, unless otherwise specified. A brief guide to APA is also available on Dr. Scherba de Valenzuela's web site (<http://www.unm.edu/~devalenz/>), under the "handouts" link.

Evaluation Procedures & Grading System:

The total points possible for all of the above assignments add up to 99 points. The final point will be added to the student's grade at the instructor's discretion for any assignment that goes significantly above and beyond the work of other students. This allows the instructors to assign a grade of 'A+' only in the case of the student fulfilling the stated requirements for all assignments, attending all class sessions AND performing **clearly** superior work on at least one assignment.

Final grades will be determined by a point system (X out of 100 total possible points).
Fractionated grading will be used, with the following breakdown:

A+ = 100	B+ = 88-89	C+ = 78-79	D+ = 68-69	F = below 60
A = 94-99	B = 84-87	C = 74-77	D = 64-67	
A- = 90-93	B- = 80-83	C- = 70-73	D- = 60-63	

NOTE: *According to UNM regulations, graduate students may not be assigned a grade of C-, D+, D, or D-. Therefore, graduate students who do not accumulate a minimum of 74 points by the end of the semester will be assigned an F.*

COURSE POLICIES

1.) Accommodations

If you need special accommodations or instructional modifications you need to notify us by the beginning of the semester or as soon as difficulties become apparent, with appropriate documentation from the Accessibility Resource Center (277-3506), Mesa Vista Hall, Room 2021. The center's website is <http://as2.unm.edu/>

2.) Incompletes

We will allow incompletes and withdraws from the course in accordance with the following UNM policy (<http://catalog.unm.edu/catalogs/2011-2012/student-services-information.html>): "The grade of "I" is given only when circumstances beyond the student's control prevent completion of the course work within the official dates of a semester or summer session."

3.) Class Attendance

Attendance at all class meetings is required. The level and quality of our learning in this class depends largely on the level of attendance and quality of class participation and discussions. If you need to be absent more than three times this semester, please do not elect to take this course now, but plan to take it at another time when your schedule is more conducive. According to university policy, students will be dropped after three absences (three tardies = one absence).

4.) Late Paper Policy

Late assignments will not be accepted, except in case of an emergency. Please contact one of the course instructors if this occurs.

If you will not be in class when an assignment is due, you may:

- arrange for a friend to turn in your assignment during class,
- have the assignment faxed to the LLSS Department office by the time/date due (277-8362), or
- hand it in in-person to Debra or Mary in the LLSS office (Hokona Hall, first floor) prior to 5 p.m. on the date due.

If your assignment will be turned in at the LLSS Department office, *please make sure that the time and date it is received are documented by the staff.*

Please note that we will **NOT** accept major assignments sent via e-mail for the following reasons:

- All major assignments must be accompanied by a signed and completed cover sheet.
- We write comments on major student assignments and therefore, require a paper copy.
- We do not have the time or resources to print student papers – that is the student's responsibility.

5.) Re-Writes

In order to be fair to all students, we do not allow re-writes, except under extraordinary circumstances beyond your control. However, we **STRONGLY** encourage you to talk with, e-

mail questions to, and/or submit drafts to us ahead of time, so that you can make revisions, if necessary, by the assigned due date.

6.) Academic Dishonesty

It is your responsibility to avoid practices that may be considered acts of academic dishonesty. UNM's policy, as found in the current on-line *UNM Catalog* (<http://catalog.unm.edu/catalogs/2011-2012/student-services-information.html>) is as follows:

Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or the course.

Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others . . .

What does this mean for this course?

- a.) In terms of written work, this means that you have the responsibility to make it very clear in all written work what portion of the work **you** wrote versus what other people, such as book or article authors, web site authors, or your colleagues, wrote. It is necessary to indicate other people's writing, not only when you include that as a direct quotes, but also when you are paraphrasing their work.
- b.) Additionally, you must make it clear what **you** read to complete the assignment (a 'primary source'), versus what the authors of the sources read in preparation for their work (a 'secondary source').
- c.) Finally, the work that you turn in for this class must be specifically written for the assignments in this course, this semester -- you may not turn in work (either in whole or part) that you have used for a grade in another course.

So, if you did not actually write it or you did not actually read it, you must make that explicit. Additionally, if you did not originally write it for this class, you may not use it. Failure to comply with these guidelines falls under the category of academic dishonesty and will result in the following:

- If you submit an assignment which contains text or work taken from another source in whole or part (i.e. a web site, another student's previous assignment, an article or textbook) without any acknowledgement of the original source, you will receive 0 points for that assignment.
- If you submit an assignment with inadequate citation (i.e. failure to indicate direct quotations correctly or inadequate paraphrasing), the first time this happens we will assume that it is unintentional and will ask you to re-write the assignment. Points may be deducted from your assignment at our discretion. You will be required to meet with us to learn how to avoid this problem in future assignments.
- The second time an assignment contains inadequate citation, you will be assigned 0 points for that assignment.

- If a third assignment includes inadequate citation, you will be assigned a failing grade in the course.
- If this problem appears for the first time in your final assignment for this course, you will be assigned 0 points for the assignment.

To assist you in understanding what plagiarism is and is not, we have provided resources and links to resource on this topic on the course website. Further information on avoiding plagiarism and other forms of academic dishonesty can be found in the APA Manual and at the Dartmouth College Website: <http://www.dartmouth.edu/~sources/contents.html>.

If you have any concerns or questions about how to appropriately indicate what is your own work and what is derived from the work of others, or whether small portions of an assignment developed for another course might be appropriate to include in an assignment for this course, please see us during office hours, or if that time is not convenient, call or email to set an appointment time.

7.) Class Participation

You must participate during class in ways that support the learning of all course participants. We consider the following behaviors to be conducive to learning (of the student him/herself and others) include:

- Arriving to class on time and well-prepared (i.e. having read all assigned readings).
- Paying attention to instructor and/or other students when they are speaking. This includes not sending or receiving text messages or e-mail, surfing the internet, or interacting with other forms of technology or communication that are not directly related to the course topic, while class is in session.
- Turning off the ringer of your cellular phone and not taking calls within the classroom (please step out in the hall to speak if you must answer an emergency call).
- Using appropriate and non-offensive language during class and in written class assignments.
- Demonstrating cooperation with and respect for the instructors and peers during class discussions.
- Actively participating, on-topic, during small group activities.
- Showing consideration for other students' need for alternative teaching strategies.

We expect students to demonstrate consistently positive class participation. We will drop students who demonstrate frequent and/or significant failure to fulfill these expectations from the course.

COURSE SCHEDULE for LLSS 568, Fall 2011

August 22, 2011 (class #1)

Topic: Course and Participant Introduction

Read: No readings due the first day

August 29, 2011 (class #2)

Topic: Why do we assess ELL's? –

Read:

- Fremer & Wall (2004)
- Vansickle (2004)
- Bachman & Palmer (1996) chapters 1 and 2

Due: weekly readings homework #1

September 5, 2011 (class #3)

No class – Labor Day

September 12, 2011 (class #4)

Topic: Overview of New Mexico's Indian Student Populations

Read:

- Mayor (1994)
- McCollum (1999)
- **Due: weekly readings homework #2**

September 19 (class #5)

Topic: Issues of using “traditional” assessments with ELLs

Read:

- Ellis & Raju (2004)
- Lundberg & Kirk (2004)
- Goldsmith (2004)
- Geisinger (2004)

Due: weekly readings homework #3

September 26, 2011 (class #6)

Topic: Issues of language assessment for speakers of Native languages

Read:

- Tharp & Yamauchi (2000)
- Corson (2001), chapters 3 and 4

Due: weekly readings homework #4 and be ready with 3 possibilities for your test critique

October 3, 2011 (class #7)

Topic: Exploring alternative assessment models

Read:

- Brown & Hudson (2002)
- Lunt (1993)
- AERA, APA, and NCME (1999) chapter 9

Due: weekly readings homework #5

October 10, 2011 (class #8)

Topic: Cultural ways of learning: implications for assessment in school settings

Read:

- Philips (1983)
- Basso (1971)
- Schiffrin (1984)

Due: Issues paper, send readings to class as pdf files, and weekly readings homework #6

***mid-semester instructor and course evaluation (How is it going for you so far?)

October 17, 2011 (class #9)

Topic: TBA (issues paper class discussions)

Read: TBA

Due: weekly readings homework #7

October 24, 2011 (class #10)

Topic: TBA (issues paper class discussions)

Read: TBA

Due: Glossary and weekly readings homework #8

October 31, 2011 (class #11)

Topic: TBA (issues paper class discussions)

Read: TBA

Due: weekly readings homework #9

November 7, 2011 (class #12)

Topic: TBA (issues paper class discussions)

Read: TBA

November 14, 2011, 2005 (class #13)

Topic: Assessment Critique Presentations

Due: Assessment Critique Papers

November 21, 2011 (class #14)

Topic: Assessment Critique Presentations

November 28, 2011 (class #15)

Topic: Assessment Critique Presentations

December 5, 2011 (class #16)

Topic: wrap-up and Manifesto presentations

Due: Manifestos

Weekly Reading Assignment – Description and Grading Criteria

Every week you will turn in a brief typed response to the following questions for each of the assigned readings.

1. What seem to be the most important points in this reading?
2. What seem to be key terms or concepts (list each term or concept with a brief definition and page citations for where the concept or term is introduced, defined, and/or used)?
3. What new insights did you get from this reading?
4. What questions do you now have?

We are requiring responses to the readings so that you will be prepared to participate in the evening's small group activities and to help you process the readings in an in-depth manner, which will assist you in completing the course graded assignments. A total of one (1) point is available per week for this assignment. Regardless of whether there one or multiple readings assigned, you must complete the responses for all required readings in order to earn that point for that week's assignment. We will briefly skim your responses to ensure that you have responded to all of the questions for all of the readings. However, we will not be grading for accuracy or quality. We will not assign points for incomplete or non-typed assignments. If you miss class, you can send your reading assignment by e-mail to one of the course instructors. However, you must send it no later than by the start of class on the day you are to miss. We will not accept late reading assignments (by e-mail or in-class).

Progressive Glossary -- Description and Grading Criteria

The purpose of this assignment is to develop a resource of terms and concepts often heard in relation to assessment of ELLs (such as language, culture, bilingualism, disproportionate representation, assessment, ESL, bilingual education, special education). You will include at least 20 definitions in your final document, which you will be compiling as part of your weekly readings assignment.

Directions:

Throughout the course, as you do the readings or engage in group discussions, you should keep a running list of all of the specialized terms or concepts which seem to be important to the academic discourse surrounding issues of assessment of ELLs. It will be very useful to take careful notes on the context of where you saw or heard each term so that when you write up your assignment, you will be able to accurately cite the resources you used, as required by APA.

Completed definitions should be no more than a few sentences in length and inserted in your final document in alphabetical order. Please remember that these are definitions, not lengthy explanations or discussions of critical issues. You may refer to larger issues surrounding the term you are defining, such as with a citations of sources one could consult regarding the issue, but do not go into these issues in your running log entries. Within the body of your definitions, make sure to carefully cite the resources you use as we will expect correct use of APA format in your final document (but not necessarily in your weekly reading assignments). You may include brief quotes, as long as you use correct citation format (i.e. quotation marks, author last name, publication year, and page number). You must include the complete citation for the sources you cite in the reference list at the end of the document by the final due date.

While you should share the information that you are gathering related to key definitions and concepts with your colleagues, you are responsible for turning in an individually written paper consisting of concepts and terms that you have identified and defined as part of your individual work in this class. If you turn in a glossary assignment that is similar to that of other students, in terms of the selection and/or definition of key concepts and terms, you run the risk of losing points (see academic dishonesty policy).

Grading:

Twenty points are available for this assignment, with 1 point for each accurate and correctly cited definition. We will assign an additional point for any glossaries that are significantly above and beyond our expectations in terms of quality of work.

Issues Paper and Presentation

Purpose:

The purpose of this assignment is to provide an opportunity to explore in-depth an issue pertaining to the assessment and/or language development of English Language Learners and to facilitate a discussion of this issue with your course colleagues.

Directions:

You will turn in an individually written paper that introduces, defines, and provides several potential avenues to address a critical issue in assessing CLD students. We will brainstorm some critical issues during the first several weeks of class and you will identify what issue you want to address by September 19, 2011. You will identify relevant readings (1-2 per topics) that you will assign for your colleagues to read on your selected topic. The readings are due as pdf files e-mailed to the class no later than October 10, 2011. During weeks 9-12 of the semester (dates to be assigned), you will facilitate a group discussion during half of one class session (there will be two issues presented per week). The class discussion should be interactive and engage the interests of your colleagues – please do not develop a PowerPoint presentation, as the class is a small seminar format. You will be expected to bring copies of your paper for your colleagues to read one week prior to your presentation.

Your paper will have five major sections. Use headings to indicate sections and subsections.

- 1.) A brief introduction to the problem, including any historical or contextual information needed to frame the issue for your reader.
- 2.) A clear definition of the issue, drawing upon a variety of credible academic resources
- 3.) A summary and synthesis of the relevant research and literature related to your selected topic.
- 4.) Potential ways to address this issue that have been identified in the scholarly literature.
- 5.) A strong and original conclusion, including:
 - areas of additional research that are needed
 - implications of this issue to larger educational or societal concerns, and
 - your own responsibility related to this issue as an assessment professional and concrete steps that you can undertake to address this within your own practice.

Your paper must be a minimum of seven typed and double-spaced pages, not including references and cover page. Use APA format throughout. Cite a minimum of 15 resources.

Critical Issues Coversheet

Printed Student Name: _____

Minimal Grading Criteria

- I did not put my name anywhere on this assignment, except for on this coversheet.
- I provided a brief introduction to the issue.
- I defined the issue and cited a number of different, credible scholarly sources in my definition.
- I summarized and synthesized the research literature relevant to my selected issue.
- I discussed several different means of addressing this issue identified in the professional literature.
- In the conclusion, I identified needed areas of future research, recognized the implications of the issue to larger social or educational concerns, and reflected on my own stance and professional response to this issue.
- I cited at least 15 credible sources in this paper and included them on a separate reference page.
- I used person-first language (i.e. “individuals with disabilities” not “disabled individuals”).
- I wrote this assignment myself, although I may have discussed my ideas with colleagues and/or shared drafts for editing and comments.
- This assignment (or significant portions of this assignment) has not been turned in for a grade in another course.
- I checked my assignment over to make sure I used:
 - complete sentences.
 - correct spelling and punctuations, and
 - grammar, style, and vocabulary that are appropriate for an academic audience.
- I carefully followed the formatting and citation requirements listed below.

Student Signature

Formatting Requirements:

- My assignment is typed and printed one-sided on plain white paper.
- I stapled my assignment, along with the coversheet, in the top, left corner.
- I did not include my assignment in a folder or use a plastic cover unless I had prior permission to do so.
- I customized the options on my word processing program to fit the below formatting requirements, rather than using the standard preset style.

- I double-spaced my entire assignment (including the reference page).
- I used a 1 inch margin on the top, bottom, left and right of every page.
- I used 12-pt font.
- I used a “serif” typestyle, like *Times New Roman* or *Courier*.
- I lined up/aligned the text on the left margin only (“left justified”).
- I left the right margin “ragged.”
- I indented the first line of every paragraph ½ an inch.
- I made sure there were no extra spaces above and below each paragraph.
- I included page numbers in the upper right-hand corner of each page.
- I used section headings to distinguish different parts of my assignment (APA, pp. 62-63).
- I put only one space between sentences.

Citation Requirements:

- I indicated the source of my information for **every sentence** in my paper.
- I provided the last name(s) of the author and year of publication for regular citations and paraphrases. I also provided the page or paragraph number for direct quotes.
- Unless the citation could be confused with another that is very similar, I only included the publication year the first time in each paragraph that I cited a source.
- I paraphrased information **in my own words** and **in my own sentence structure**.
- I included all direct quotes **exactly** as written in the source I read and cited.
- I indicated all direct quotes with quotation marks (if fewer than 40 words) or by block indenting quotes longer than 40 words.
- I put the citation for direct quotes *in between* the final quotation mark and the period.
- I used the “as cited in...” format to indicate any sources my references cited but that I did not actually read myself.
- My reference page includes all and only the sources cited in the text of the assignment.
- I did not include any resources that I did not actually read on the reference page.

INSTRUCTOR Grading Criteria (25 points possible):

You met the minimum requirements and followed the formatting requirements.

few or none (0) *most (1)* *virtually all or all (2)*

Your in-text citations and reference list followed professional standards for accuracy (e.g. correct information provided), sufficiency (e.g. all of the required information is present), and honesty (e.g. credit for others' work is provided).

not really (0) *to some extent (1)* *generally (2)* *yes, clearly (3)*

Your definition of the issue is accurate, thorough, and based on appropriate sources.

not really (0) *somewhat (1)* *mostly (2-3)* *yes, clearly (4)*

You identified and articulately synthesized scholarly literature relevant to your issue.

not really (0) *somewhat (1)* *mostly (2-3)* *yes, clearly (4)*

Your discussion of possible means for addressing the issue is thorough, appropriate, and accurately reflects the professional literature.

not really (0) *somewhat (1)* *mostly (2-3)* *yes, clearly (4)*

Your conclusions were thoughtful, detailed, and added significantly to your paper.

not really (0) *somewhat (1)* *mostly (2-3)* *yes, clearly (4)*

Your paper demonstrated a strong understanding of important concepts related to the assessment of CLD students.

not really (0) *somewhat (1)* *mostly (2-3)* *yes, clearly (4)*

Comments:

Total Points: _____ out of 25.

Language Assessment Description and Critique

Purpose:

The purpose of this assignment is to add to your knowledge base about language assessment instruments.

Directions:

You will identify at least three standardized language assessment instruments which you are interested in reviewing. We will review the lists provided by all students and assign you an instrument. You will need to do outside research on your instrument, utilizing assessment reference manuals, bilingual education and educational psychology journals, and other scholarly sources. Zimmerman library has a variety of test reference manuals in the Reference Department. Zimmerman library also has several on-line databases, such as *Mental Measurements Yearbook*, *ERIC (FirstSearch)*, and *PsychInfo*, where you can find articles or evaluations/critiques of your instrument. You can also search the internet for information, but make sure that you use credible sources. This should be an in-depth description and critique of your chosen test. You will need to research your test thoroughly.

Include the following information in your written report:

General Test Information:

- Author
- Publisher
- Address of Publisher
- Phone Number of Publisher
- Fax of Publisher

Description of the Instrument:

Purpose of Test (*language proficiency assessment, diagnostic expressive language assessment*)

Specific Features of Test

- type of test (*standardized, non-standardized, criterion-referenced, norm-referenced, etc.*)
- administration time (*approximately XXX minutes/hours*)
- type of administration (*individual/group*)
- who administers this test (*i.e. do you have to be a licensed psychologist, diagnostician or speech-language pathologist?*)
- age/grade levels

Subtest Information

Scoring Information (*i.e. what type of scores are obtained from this test? Age equivalency? z-scores? stanines? IQ? verbal and performance IQ?, percentile rank?*)

Discussion and Critique of the Instrument:

Strengths and applicability of the test

Limitations of and cautions regarding the test

Appropriateness for use with students with disabilities

Appropriateness for use with students from different cultural and linguistic communities

Your discussion and critique of the instrument should be detailed and thorough (see below). You must describe in in-depth the applicability of this instrument to individuals with a variety of disabilities and to individuals from different cultural and linguistic backgrounds. Provide information on the normative sample. If this is not available, the implications of this lack of availability must be discussed. Additionally, the professional literature should be cited in your discussion. Include separate reference page.

Specific Details to Consider in Discussion and Critique:

- Provide specific information about the normative sample. Don't just say "large, representative sample." At the least, in order to know whether this assessment applies your particular student population, you would need to have information about: the number of individuals in the normative sample, % of different ethnicities, what parts of the country were included, whether rural and urban populations were included, % of normative sample at different ages, % gender, socioeconomic status of normative sample and how that was identified, language background of individuals in normative sample (monolingual English, Standard English), and whether individuals with disabling conditions were included. If you don't have this information, consider whether you know enough to determine if the normative population is applicable to your student population?
- Think about translations and the use of interpreters. Consider bilingual learners. Has this instrument been normed on bilingual individuals? If so, is the information adequate to convince you (and to convince me with your argument) that the norms are applicable to this population?
- Remember that any modifications invalidate the use of normative comparisons. So, think hard about how students with different disabilities could perform on this test and what sort of accommodations versus modifications would be needed. If they need modifications, can it still be used as a norm-referenced assessment? If not, should the standard scores be reported?
- Unless you have been overwhelmingly convinced that the assessment has been validated and normed for your particular population, "the results should be interpreted with extreme caution."

How to cite reviews from the Buros Institute's *Mental Measurements Yearbook*

The *Publication Manual of the American Psychological Association* (2001) recommends that citations to articles or chapters from an edited book follow this format. (See page 252, #34 for example.)

Here is the suggested citation format for reviews obtained from *The Mental Measurements Yearbook*:

Last name, first initial of review author. (Year of MMY publication). [Review of the name of test.] In name(s) of MMY editors, *The edition mental measurements yearbook* (pp. xxx-xxx). Lincoln, NE: Buros Institute of Mental Measurements.

Example:

Hess, A. K., Zachar, P., & Kramer, J. (2001). [Review of the Rorschach]. In B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook* (pp. 1033-1038). Lincoln, NE: Buros Institute of Mental Measurements.

Below is a listing of examples of potential citations from *The Mental Measurements Yearbook* from the *Ninth* through *Thirteenth* yearbooks:

Nitko, A. (1998). [Review of the California Achievement Tests, Fifth Edition]. In J. C. Impara & B. S. Plake (Eds.), *The thirteenth mental measurements yearbook* (pp. 153-156). Lincoln, NE: Buros Institute of Mental Measurements.

Sandoval, J. (1995). [Review of the Wechsler Intelligence Scale for Children-Third Edition]. In J. C. Conoley & J. C. Impara (Eds.), *The twelfth mental measurements yearbook* (pp. 1103-1104). Lincoln, NE: Buros Institute of Mental Measurements.

Elliott, S. N. (1992). [Review of the Child Behavior Checklist]. In J. J. Kramer & J. C. Conoley (Eds.), *The eleventh mental measurements yearbook* (pp. 166-169). Lincoln, NE: Buros Institute of Mental Measurements.

Benson, P. G. (1989). [Review of the Sales Staff Selector]. In J. C. Conoley & J. J. Kramer (Eds.), *The tenth mental measurements yearbook* (pp. 707-709). Lincoln, NE: Buros Institute of Mental Measurements.

McIntyre, R. M. (1985). [Review of the Supervisory Practices Inventory]. In J. V. Mitchell, Jr. (Ed.), *The ninth mental measurements yearbook* (pp. 1504-1506). Lincoln, NE: Buros Institute of Mental Measurements.

NOTE: If you get the reviews from on-line (i.e. through Zimmerman) you must also make it clear that you are citing the electronic version. This means that you have to indicate the date that you downloaded the review. See next page for format models.

The *Publication Manual of the American Psychological Association* (2001) recommends that citations to online materials provide title, date, internet address, and author names of the reference. Reviews retrieved from *Test Reviews Online* will have a specific eight-digit number attached to them (e.g., 15192839) listed above the test name. The **first two digits** of this eight-digit number convey the specific edition of the *Mental Measurements Yearbook* (MMY). "15xxxxxx" indicates the 15th MMY, "14xxxxxx" the 14th, etc.

Here is the suggested citation format for reviews obtained through *Test Reviews Online* for different editions of the *Mental Measurements Yearbook (MMY)*:

Last name, first initial of review author. (Year of MMY publication). Test review of the **name of test**. From **name(s) of MMY editors**, *The edition mental measurements yearbook* [Electronic version]. Retrieved **date you retrieved the review** from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

Example:

Sandoval, J. (2003). Test review of the Woodcock-Johnson III. From B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook* [Electronic version]. Retrieved February 10, 2003, from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

The following are example citations from the *Ninth* through the *Sixteenth Mental Measurements Yearbooks* that may be used as templates:

- If the eight-digit number begins with **09** (e.g., 09189098), use this citation template:

Last name, first initial of review author. (1985). Test review of the **name of test**. From J. V. Mitchell, Jr. (Ed.), *The ninth mental measurements yearbook* [Electronic version]. Retrieved **date you retrieved the review**, from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

- If the eight-digit number begins with **10** (e.g., 10020325), use this citation template:

Last name, first initial of review author. (1989). Test review of the **name of test**. From J. C. Conoley & J. J. Kramer (Eds.), *The tenth mental measurements yearbook* [Electronic version]. Retrieved **date you retrieved the review**, from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

- If the eight-digit number begins with **11** (e.g., 11160192), use this citation template:

Last name, first initial of review author. (1992). Test review of the **name of test**. From J. J. Kramer & J. C. Conoley (Eds.), *The eleventh mental measurements yearbook* [Electronic version]. Retrieved **date you retrieved the review**, from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

- If the eight-digit number begins with **12** (e.g., 12180962), use this citation template:

Last name, first initial of review author. (1995). Test review of the **name of test**. From J. C. Conoley & J. C. Impara (Eds.), *The twelfth mental measurements yearbook* [Electronic version]. Retrieved **date you retrieved the review**, from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

- If the eight-digit number begins with **13** (e.g., 13072025), use this citation template:

Last name, first initial of review author. (1998). Test review of the **name of test**. From J. C. Impara & B. S. Plake (Eds.), *The thirteenth mental measurements yearbook* [Electronic version]. Retrieved **date you retrieved the review**, from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

- If the eight-digit number begins with **14** (e.g., 14122332), use this citation template:

Last name, first initial of review author. (2001). Test review of the **name of test**. From B. S. Plake & J. C. Impara (Eds.), *The fourteenth mental measurements yearbook* [Electronic version]. Retrieved **date you retrieved the review**, from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

- If the eight-digit number begins with **15** (e.g., 15192839), use this citation template:

Last name, first initial of review author. (2001). Test review of the **name of test**. From B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook* [Electronic version]. Retrieved **date you retrieved the review**, from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

- If the eight-digit number begins with **16** (e.g., 16032848), use this citation template:

Last name, first initial of review author. [in press]. Test review of the **name of test**. From B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The sixteenth mental measurements yearbook* [Electronic version]. Retrieved **date you retrieved the review**, from the Buros Institute's *Test Reviews Online* website: <http://www.unl.edu/buros>

Standardized Test Description Coversheet

Printed Student Name: _____

Minimal Grading Criteria

- I did not put my name anywhere on this assignment, except for on this coversheet.
- I included a complete description of the assigned instrument -- all required information is included and it follows the model provided in class.
- The discussion and critique referenced individuals with disabilities AND individuals from a variety of cultural and linguistic backgrounds.
- I provided information on the normative sample if it was available. If it wasn't, I discussed the implications of that in the paper.
- I cited at least 7 credible sources in this paper and included them on a separate reference page.
- I used person-first language (i.e. "individuals with disabilities" not "disabled individuals").
- I wrote this assignment myself, although I may have discussed my ideas with colleagues and/or shared drafts for editing and comments.
- This assignment (or significant portions of this assignment) has not been turned in for a grade in another course.
- I checked my assignment over to make sure I used:
 - complete sentences.
 - correct spelling and punctuations, and
 - grammar, style, and vocabulary that are appropriate for an academic audience.
- I carefully followed the formatting and citation requirements listed below.

Student Signature

Formatting Requirements:

- My assignment is typed and printed one-sided on plain white paper.
- I stapled my assignment, along with the coversheet, in the top, left corner.
- I did not include my assignment in a folder or use a plastic cover unless I had prior permission to do so.
- I customized the options on my word processing program to fit the below formatting requirements, rather than using the standard preset style.
- I double-spaced my entire assignment (including the reference page).
- I used a 1 inch margin on the top, bottom, left and right of every page.

- I used 12-pt font.
- I used a “serif” typestyle, like *Times New Roman* or *Courier*.
- I lined up/aligned the text on the left margin only (“left justified”).
- I left the right margin “ragged.”
- I indented the first line of every paragraph ½ an inch.
- I made sure there were no extra spaces above and below each paragraph.
- I included page numbers in the upper right-hand corner of each page.
- I used section headings to distinguish different parts of my assignment (APA, pp. 62-63).
- I put only one space between sentences.

Citation Requirements:

- I indicated the source of my information for **every sentence** in my paper.
- I provided the last name(s) of the author and year of publication for regular citations and paraphrases. I also provided the page or paragraph number for direct quotes.
- Unless the citation could be confused with another that is very similar, I only included the publication year the first time in each paragraph that I cited a source.
- I paraphrased information **in my own words** and **in my own sentence structure**.
- I included all direct quotes **exactly** as written in the source I read and cited.
- I indicated all direct quotes with quotation marks (if fewer than 40 words) or by block indenting quotes longer than 40 words.
- I put the citation for direct quotes *in between* the final quotation mark and the period.
- I used the “as cited in...” format to indicate any sources my references cited but that I did not actually read myself.
- My reference page includes all and only the sources cited in the text of the assignment.
- I did not include any resources that I did not actually read on the reference page.

Instructor Grading Criteria (25 points possible)

You met the minimum requirements and followed the formatting requirements.

few or none (0) *most (1)* *virtually all or all (2)*

Your in-text citations and reference list followed professional standards for accuracy (e.g. correct information provided), sufficiency (e.g. all of the required information is present), and honesty (e.g. credit for others' work is provided).

not really (0) *somewhat (1)* *generally (2)* *yes, clearly (3)*

Your writing demonstrated respect for individuals with a variety of diversities and a sensitivity to issues of assessment faced by English language learners.

not really (0) *somewhat (1)* *mostly (2)* *yes, clearly (3)*

Your test description was clear, accurate, and includes all of the required components.

not really (0) *somewhat (1)* *mostly (2)* *yes, clearly (3)*

The discussion and critique was thorough and balanced, including both strengths and limitations.

not really (0) *somewhat (1)* *mostly (2)* *yes, clearly (3)*

The discussion and critique included a thorough and appropriate analysis of issues related to a variety of student diversities.

not really (0) *somewhat (1)* *mostly (2-3)* *yes, clearly (4)*

The professional literature was appropriately cited and strongly supported your discussion and critique of the test.

not really (0) *somewhat (1)* *mostly (2)* *yes, clearly (3)*

The information you provided in the assignment consistently demonstrated an accurate and in-depth understanding of concepts related to standardized assessment.

not really (0) *somewhat (1)* *mostly (2-3)* *yes, clearly (4)*

Comments:

Total Points: _____ out of 25.

Assessment Manifesto Assignment

Assignment:

Manifestos have been used commonly known within the political arena and have also been adopted by art and technology movements to make a “public declaration of principles and intentions” (<http://en.wikipedia.org/wiki/Manifesto>, July, 19, 2010, ¶ 1). A good example is the Mozilla Manifesto, located at <http://www.mozilla.org/about/manifesto.en.html>. The purpose of this assignment is for you to be to develop and articulate your own set of principles and intentions related to the assessment of CLD students.

Write-up:

You will turn in brief manifesto on assessing CLD students in schools, following from examples you have identified (use the Wikipedia page cited above to find a few places to start). It will be helpful to build on the key concepts, critical issues, and best practices that you have identified and learned about in this and other courses, as well as from experiences in your own professional practice. In general, you should not provide citations in a manifesto, as this should be statement of your own beliefs, principles, and intentions. A manifesto should be bold, brief, accessible to a wide audience, and serve as a template to guide your future practice, even if you may not always measure up to your intentions.

Because this is your own personal statement of beliefs, principles, and intentions, you should not cite any resources.

You may format your manifesto in any way you wish, as long as the font is at least 12 pt and is clearly legible (no fancy script, please). You may use your creativity, as long as the format serves the function of your manifesto and does not just ‘pretty-it-up.’ On the date due, you should bring sufficient copies of your manifesto for all of your colleagues, in addition to the one you turn in to me. You will have the opportunity to read your manifesto aloud in class on the date due.

Assessment Manifesto Cover Page

Printed Student Name: _____

Date Due: _____ Date turned in: _____

Minimal Grading Criteria

- I examined a variety of publically available manifestos from a variety of different disciplines.
- My manifesto is a statement of my own beliefs, the principles that guide my assessment practice, and my intentions for applying these principles as an assessment professional.
- I used person-first language (i.e. “individuals with disabilities” not “disabled individuals”).
- I wrote this assignment myself, although I may have discussed my ideas with colleagues and/or shared drafts for editing and comments.
- This assignment (or significant portions of this assignment) has not been turned in for a grade in another course.
- I checked my assignment over to make sure I used:
 - complete sentences.
 - correct spelling and punctuations, and
 - grammar, style, and vocabulary that are appropriate for a GENERAL audience.

Student Signature

INSTRUCTOR Grading Criteria (20 points possible):

Your manifesto revealed a deep understanding of critical issues facing CLD students in education and achievement.

no, not really (0) *to some extent (2)* *yes, clearly and thoroughly (3)*

Your manifesto revealed a deep understanding of ways in which language differences impacts the assessment of CLD students.

no, not really (0) *to some extent (2)* *yes, clearly and thoroughly (3)*

Your manifesto revealed a deep understanding of a variety of alternative assessment methods and their potential for fostering educational equity.

no, not really (0) *to some extent (2)* *yes, clearly and thoroughly (3)*

Your manifesto revealed a deep understanding of ways in which assessment impacts CLD students.

no, not really (0) *to some extent (2)* *yes, clearly and thoroughly (3)*

Your manifesto sets forth your beliefs about assessment (e.g. principles) in clearly stated terms.

no, not really (0) *to some extent (2)* *yes, clearly (3)*

Your intentions regarding the assessment of CLD students are clearly and articulately stated.

no, not really (0) *to some extent (2)* *yes, clearly and thoroughly (3)*

The language used and ideas expressed demonstrate respect for individuals with disabilities and those from CLD communities.

no, not really (0) *to some extent (1)* *yes, clearly (2)*

Comments:

Total _____ (out of 20 possible)