



## Dual Language Development Program

Signature Assignment for EDRG 551B

Case Study Evaluation of Classroom Assessments

### Student Learning Outcome(s) Assessed:

SLO #2: Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.

### Description of the Signature Assignment

The signature assignment is a case study in the form of a portfolio. Candidates analyze pre- and post- formal and informal assessment information from their classroom practice and apply such knowledge to inform their knowledge about bilingual/English learners' literacy and language development.

### Directions for Students

**Part I – Description and Rationale of Assessments** (approximately 4 formal & 4 informal; brief and succinct discussion)

- *Identify the literacy/language skills* embedded in the assessment (e.g., listening, speaking, reading, [phonemic awareness, phonics/decoding, fluency, vocabulary, and text comprehension] and writing.
- *Describe* how the assessment is scored and how *results* are reported (e.g., computer print-out, etc.)
- In your rationale *describe why the assessment is needed*. For example, is it used for placement? To compare a cohort of students within a grade level, school, school district, etc.? Or, is it used to inform instruction? If so, describe in what ways?

**Part II - Information Learned about My Students**

- *Describe the information you learned* about the literacy/language development of your students in L1 and/or L2.

**Part III - Instructional Decisions**

- *Describe how the assessments informed your instruction*. If the assessment didn't inform your instruction, describe the other ways it was informative in relation to other purposes; placement, comparison of students, etc.

**Part IV - Evaluation of the Efficacy of Current Assessment Practices for English Learners**

- This section needs to be *integrated with the course* content, discussion and readings. Please cite quotes from the various readings which are appropriate for supporting your claims. You should *also relate the discussion to your* classroom practice/school and/or district setting.

**Part V – Next Steps** (Describe your suggestions for improving the literacy assessment of English learners)

- *What would you do differently* in relation to your classroom practice, your school, and/or school district?

**Part VI – Appendix** (include a *sample of the assessments* in L1 and L2 – 2 points)

## Scoring Rubric:

Criteria	4 = Exceeds Expectations	3 = Meets Expectations	2 = Meets Some Expectations	1 = Does Not Meet Expectations	Final Score
<b>Description and Rationale of Assessments</b>	Assessment descriptions are detailed and relevant to course content. Accurate identification of the literacy/language skills is included with how results are reported. Rationale elaborates on why the assessments are valid for language minority students regarding placement and/or instructional purposes.	Assessment descriptions are sufficient with some relevant details to course content. Accurate identification of the literacy/ language skills is included with adequate description of how results are reported. Rationale adequately discusses why the assessments are valid for language minority students.	Assessment descriptions are insufficient. Some details are irrelevant to course content. Inaccuracies about the assessed literacy/language skills are evident. Limited description of how results are reported. Rationale is inadequate for discussing why the assessments are valid for language minority students.	Assessment descriptions and details are missing. Discussion is irrelevant to course content. Inaccuracies about the assessed literacy/language skills are highly evident. Description of how results are reported and rationale are also missing. Lacks discussion about why the assessments are valid for language minority students.	
<b>Knowledge and Application</b>	Elaborate discussion of knowledge gained about the literacy/language development of the students in L1 and/or L2. Explicit details with consistent insights are provided and clearly relate to the interpretation of the assessment results. Elaboration about how and why the information will be used or not used to inform instructional decisions is discussed.	Sufficient discussion of knowledge gained about the literacy/language development of the L1 and/or L2 students. Some details and insights provided about the interpretation of the assessment results. Sufficient discussion about how and/or why the information will or will not be used to inform instructional decisions.	Insufficient discussion of knowledge gained about the literacy/language development of the L1 and/or L2 students. Few details and insights provided about the interpretation of the assessment results. Insufficient discussion about how and/or why the information will or will not be used to inform instructional decisions.	Discussion of knowledge gained about the literacy/language development of the L1 and/or L2 students is lacking. No details and insights are provided about the interpretation of the assessment results. Discussion is missing about how and/or why the information will or will not be used to inform instructional decisions.	
<b>Evaluation</b>	All claims regarding the efficacy of current assessment practices for English Learners are well documented with course content, and readings. Implications for classroom practice are highly evident.	Some claims regarding the efficacy of current assessment practices for English Learners are documented with course content, and/or readings. Some implications for classroom practice are discussed.	Few claims regarding the efficacy of current assessment practices for English Learners are documented with course content, and/or readings. Few implications for classroom practice are discussed.	Claims regarding the efficacy of current assessment practices for English Learners are missing and disconnected from course content, and/or readings. No implications for classroom practice are discussed.	
<b>Analytical Reflection</b>	Reflective examination of improvements needed for the valid literacy assessment of English Learners including an analysis of what to do differently in classroom, school, and/or school district setting.	Sufficient examination of improvements needed for the valid literacy assessment of English Learners including some analysis of what to do differently in classroom, school, and/or school district setting.	Poorly developed examination of improvements needed for the valid literacy assessment of English Learners. Insufficient analysis of what to do differently in classroom, school, and/or school district setting.	Examination of improvements needed for the valid literacy assessment of English Learners is missing. Analysis is not provided about what to do differently in classroom, school, and/or school district setting.	

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<b>Format</b>	Sources appropriately cited throughout all sections. Appropriate use of APA format. Well edited, no or very few grammatical errors. Writing is well-organized and clear.	Sources are cited sufficiently, but not in all sections. Sufficient use of APA format, but with some inconsistencies. Edited, but contains some grammatical errors which obscure clarity in some sections. Organization is sufficient.	Sources are cited insufficiently and missing in most sections. Inaccurate use of APA format. Poorly edited and contains grammatical errors which obscure clarity in most sections. Needs additional organization.	Sources are not cited and missing in most sections. Inaccurate use of APA format. No editing and contains many grammatical errors which obscure clarity in all sections. Lacks organization.	
<b>Total</b>					<b>/20</b>

### Legend

Total Points	College of Education Assessment Scale Equivalent
20-17	4 (Exceeds Expectations)
16-14	3 (Meets Expectations)
13-12	2 (Meets Some Expectations)
11-9	1 (Does Not Meet Expectations)
8-0	0 (Can't Score)