New Course Request

Indiana University

IUB / IUPUI Campus

Check Appropriate Boxes:

Undergraduate credit □

Graduate credit □

Professional credit □

1. School/Division Education

2. Academic Subject Code EDUC

3. Course Number L503 (must be cleared with University Enrollment Services)

4. Instructor various

5. Course Title Assessment Literacy for Cultural and Linguistic Diversity

Recommended Abbreviation (Optional) ____________________________

(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):

Spring 2010

7. Credit Hours: Fixed at __________ or Variable from __________ to __________

8. Is this course to be graded S-F (only)? Yes ___ No ___

9. Is variable title approval being requested? Yes ___ No ___

10. Course description (not to exceed 50 words) for Bulletin publication: Defines assessment literacy for working with culturally and linguistically diverse students. Topics include the assessment process, curriculum design, backwards planning, ongoing, traditional, and alternative classroom assessment, high stakes testing, language proficiency testing, and principles of designing useful, meaningful, and equitable classroom assessments for and of learning.

11. Lecture Contact Hours: Fixed at __________ or Variable from __________ to __________

12. Non-Lecture Contact Hours: Fixed at __________ or Variable from __________ to __________

13. Estimated enrollment: __________ percent are expected to be graduate students.

14. Frequency of scheduling: __________ Will this course be required for majors? Yes ___ No ___ ESL

15. Justification for new course: required for revised ESL program

16. Are the necessary reading materials currently available in the appropriate library? Yes ___ No ___

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

[Signature]

Department Chairman/Division Director

Date 12-2-08

Approved by:

[Signature]

Dean

Date March 30, 2007

Dean of Graduate School (when required)

Date

Chancellor/Vice-President

Date

University Enrollment Services

Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink, University Enrollment Services Advance—White
Course Description:
This is the third of seven courses that lead to an ESL endorsement that focuses on advancing the education of language minority students through teacher development. In this course, we explore the fact that assessment is about student learning. The purpose of this course is to expand each student’s assessment literacy in general, and in relationship to second language learners in particular. Through this course, students will learn about making assessments meaningful, equitable, and useful. Students will become familiar with commonly used tests and techniques to identify and place bilingual/ESL students in public school settings. Students will learn how to develop, evaluate, and interpret tests and assessments. Students will develop expertise in using on-going classroom assessment, alternative assessment techniques as well as traditional testing to positively impact instruction and student learning. Students will also consider the issues in high-stakes testing for second language learners.

Course Purposes:
Students will
1. Identify their own attitudes, assumptions, and beliefs related to assessing student learning and articulate how these teacher dispositions contribute to or hamper their ability to gather and evaluate evidence of student learning.
2. Build and demonstrate their ability to effectively use placement information in planning curriculum, teaching, and assessing in ways that utilize the strengths and meet the needs of language minority students.
3. Build and demonstrate their assessment literacy by effectively implementing the assessment process, and evaluate, select, and construct assessment tasks and procedures that appropriately utilize the strengths and meet the needs of language minority students.
4. Build and demonstrate their ability to effectively attend to evidence from multiple sources—linguistic, social/affective, and cognitive development—in assessing language minority students.

Textbooks


Additional Media Resources:
Learning Activities:
A variety of learning activities and assignments will be used to help students understand the concepts related to language acquisition. Reflective writing, cued readings, critical incidents, annotated portfolios, reaction papers, application logs, data analysis, and case studies will be used to develop a sound understanding of first, second, and academic language learning in the public school context. Assignments will focus on active learning, and alternatively require individual, pair, and cooperative learning groups to enrich learning.

Attendance Policy:
This course is grounded in the belief that learning is a socially constructed process. In fact, active learning is a central feature of this course. Furthermore, the concepts presented through the video segments promote a conversational approach to learning. Concepts are immediately explored and applied through learning activities. For these reasons, full credit is only available to those students who attend each session and are present for the entire session. Students who miss sessions are expected to complete accompanying materials; however, this will not replace the points allocated for classroom participation.
Grading Policy:
In this course, your grade is based on participation in a learning process (i.e., process-points) and the creation of individual and group products (i.e., individual- and group-product points) which emerge from participation in homework and learning activities. In addition, you will be asked to complete independent projects—major assignments—which will be evaluated for evidence of how you are learning and growing as a professional. Finally, you will represent your professional development in relationship to educating students of cultural and linguistic diversity through your portfolio and program memo at the end of the course. A total of 1000 points are available.

### GRADING SUMMARY

**Assessment for Linguistically Diverse Students:**

<table>
<thead>
<tr>
<th>Type of Points</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Points</td>
<td>Points for participating in learning activities during class</td>
<td>400</td>
</tr>
<tr>
<td>Individual Product Points</td>
<td>Points for individual products produced during learning activities in class</td>
<td>75</td>
</tr>
<tr>
<td>Group Product Points</td>
<td>Points for group products produced during learning activities in class</td>
<td>65</td>
</tr>
<tr>
<td>Homework Individual Product Points</td>
<td>Points for individual products produced for homework assignments</td>
<td>615</td>
</tr>
<tr>
<td>Practicum Points</td>
<td>Points for individual products produced for practicum assignments</td>
<td>90</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1245</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- 95–100%  A
- 90–94   A–
- 85–89   B+
- 80–84   B
- 75–79   B–
- etc.
# Assessment Literacy Framework:
## Concepts, Principles, and Checklist Questions

## Concept 1: Useful for Stakeholders

<table>
<thead>
<tr>
<th>Principle: Educative</th>
<th>Principle: Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is educative when it supports learning, improves student performance, and supports effective instructional decisions.</td>
<td>Assessment is practical when it is feasible and efficient within available resources.</td>
</tr>
</tbody>
</table>

**Checklist Questions:**

- **Feedback:** Does the assessment provide timely, actionable feedback to my students about the quality of their work and next steps for learning? Are scores and reports useful for stakeholders?
- **Decisions:** Does the assessment help me make instructional decisions that are beneficial for students?
- **Feasibility:** Is the assessment feasible for me, given my students, workload, and resources?
- **Efficiency:** Does the assessment efficiently provide the information needed by me, my students, and other stakeholders?

## Concept 2: Meaningful for Purposes

<table>
<thead>
<tr>
<th>Principle: Relevant</th>
<th>Principle: Accurate</th>
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</thead>
<tbody>
<tr>
<td>Assessment is relevant when it emphasizes understanding important content and performing authentic tasks.</td>
<td>Assessment is accurate when it produces valid results based on reliable evidence and expert judgments of quality.</td>
</tr>
</tbody>
</table>

**Checklist Questions:**

- **Content:** Is the assessment content important? Does it reflect professional standards for the discipline?
- **Tasks:** Are the assessment tasks authentic? Are they coherent with my beliefs about learning and knowing? Do they elicit my students' best work?
- **Validity:** Do the assessment results match my specified purpose for the assessment? Does the format of the assessment follow its function?
- **Reliability:** Are the assessment results consistent across tasks, time, and judgments?

## Concept 3: Equitable for All Students

<table>
<thead>
<tr>
<th>Principle: Open</th>
<th>Principle: Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is open when it is a participative process and discloses its purposes, expectations, criteria, and consequences.</td>
<td>Assessment is appropriate when it fairly accommodates students' sociocultural, linguistic, and developmental needs.</td>
</tr>
</tbody>
</table>

**Checklist Questions:**

- **Participation:** Is the assessment process open to participation by interested stakeholders, including my students?
- **Disclosure:** Do my students understand the assessment: its purpose, what is expected, how it will be judged, and its consequences?
- **Fairness:** Is the assessment unbiased in terms of my students' languages and cultures? Does it contribute to equal outcomes for my students?
- **Impact:** Are the personal and social consequences of the assessment equitable for my students?