



# Syllabus

Course: ED413 LG Assessment Strategies for ELLs  
Credit: 3 hours  
Semester: Fall 2025 Session 2  
Time: Legacy Course: Online only  
Instructor: Timothy Hange: tim.hange@calvary.edu, 816-425-6186

## I. DESCRIPTION

This course will provide an analysis of the appropriate classroom materials, methods, reasons, and tools for formal and informal assessment of English Language Learners. (Prerequisite for education majors: ED190 and ED325 or permission from the Education Department program director; must be officially admitted to Teacher Education program)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments, and interaction outside of the class period are done in the learning management system.*

## II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation Program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

## III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Examine key models related to assessing ESL students
  - a. MTS.2.3; 7.1; 7.3; 7.4; PLO-2; PLO-4
  - b. Assignments: A, B, C, D
2. Select and apply assessment methods to meet the needs of a particular context.
  - a. MTS.1.1; 1.3; 2.3 PLO-2; PLO-4
  - b. Assignments: B, D, E
3. Analyze and articulate key issues and challenges in ESL assessment.
  - a. MTS.1.1; 7.1; 7.2; PLO-2; PLO-4
  - b. Assignments: A, B, C, D

*Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."*

B. Specific competencies to be achieved. The student will:

1. Articulate key assessment concepts and issues.
  - a. MTS.2.3; 7.1; 7.3; 7.4; PLO-2; PLO-4
  - b. Assignments: A, B, C, D
2. Analyze the concepts of reliability and validity with respect to ESL assessment.
  - a. MTS.7.2; 7.4 7.6; PLO-2; PLO-4
  - b. Assignments: A, B, C, D
3. Analyze and design effective classroom assessments tailored to a particular context.
  - a. MTS.7.1; 7.3; 7.4; PLO-2; PLO-4
  - b. Assignments: A, B, C, D
4. Articulate the challenges related to standards-based assessments with respect to ELLs.
  - a. MTS. 6.2; 7.1; 7.4; PLO-2; PLO-4
  - b. Assignments: A, B, C, D
5. Evaluate alternative assessment models and examine their related merits and issues.
  - a. MTS. 6.2; 7.1; 7.4; PLO-2; PLO-4
  - b. Assignments: A, B, D
6. Articulate and evaluate best practices in assessment across the ESL skill areas (reading, writing, listening, speaking, grammar and vocabulary)
  - a. MTS.2.3; 2.4; 7.1; 7.2; PLO-2; PLO-4
  - b. Assignments: A, B, C, D
7. Appraise the merits and issues of tying grades to assessments for ELLs
  - a. MTS.3.3; 7.2; 7.5; 7.6; PLO-2; PLO-4
  - b. Assignments: A, B, C, D, E
8. Integrate an understanding of the Biblical approach to teaching throughout all objectives
  - a. MTS.2.3; 6.2; PLO-1
  - b. Assignments: A, B, C, D, E

III. MATERIALS

A. Required Textbooks

Brown, Abeywickrama *Language Assessment, Principles and Classroom Practices*  
New York: Pearson 2018. ISBN-13: 978-0134860220 (Online Cost \$69.97)

American Psychological Association. (2020). *Concise guide to APA style* (7th ed.).  
ISBN-13: 978-1433832734 ISBN10: 1433832739 \$32.63

B. Additional Reading

You will be expected to read additional material (handouts, journal articles, websites, etc.) that will be assigned by the instructor during the course.

### C. Reading Requirements

To accomplish all of our learning goals, you will need to be engaged in a significant amount of learning outside of the classroom. You will be expected to read the text and articles. To help you actively engage with the text, written reactions to your reading will be required. You are encouraged to focus upon the questions posed in the Reading Assignments/Final Exam Review Sheet provided by your professor. ***While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. As a future educator, all of the information is important!*** Your quizzes and exams will be drawn from your reading assignment questions.

## IV. REQUIREMENTS (Note: A detailed schedule will be given at the beginning of the cycle)

- A. Reading and Responses: A reading schedule will be provided at the beginning of the cycle. Students are required to complete each weekly reading and submit a two-page response.
- B. Chapter Questions: In addition to reading responses, specific questions and/or exercises will be given for each chapter on a weekly basis.
- C. Class Discussion: Engagement in discussion will be accomplished both in class and online. Students are required to participate in both, and plenty of opportunity will be given.
- D. Assessment Plan Project: The student will create an assessment plan for a unit designed for an ELL predominant context.

## V. METHODS

### A. Teaching

- 1. Lectures
- 2. Large group discussion
- 3. Small group discussion
- 4. Reading with written responses
- 5. Completion of chapter exercises
- 6. Assessment development project

### B. Grading

- 1. Weight given to assignments:

Reading and responses	20%
Chapter exercises	20%
Discussion Participation	15%
Assessment development project	20%
Quizzes	15%
Final Exams (1)	10%

- 2. Late Assignments

Late assignments will be penalized 5% of the grade on that assignment per calendar day. This does not apply to the reading assignments for which there are no late assignment options.

3. Letter/Numerical Grade Scale

The grading scale listed in the current University Catalog will be used for this course.

VI. COURSE POLICIES

***Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.***

**Grade Requirements**

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education coursework and a 2.5 GPA in Content Area coursework. This course must be passed with a grade of “C” or higher. Receiving a grade lower than a “C” will mean that this course must be repeated.

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT AND NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Class Participation

Students are expected to attend class and participate in discussing the daily material. Learning takes place best when the student is personally involved in the process. Cell phones should be set to silent and placed on the table or in a book bag/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

C. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the

instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

Required class research papers must be original and not used for credit for any other class, (high school, college, or graduate/seminary), or resubmitted when retaking a course, without the professor's permission.

#### D. Attendance

In a course that relies upon discussion and classroom interaction, every class session is crucial. To allow for the challenges of life, however, two absences will be allowed under the following conditions: First, that the student watch the recorded video of the missed class, and second, that they write a response to the discussion and lecture that was missed (submitted via email). Additional absences will result in zero class participation points for the day missed.

Any student arriving after class begins will be recorded as tardy. Three tardies will be counted as an absence, which will contribute to the two-absence limit. Any student arriving later than 15 minutes to class will be counted as absent for the session.

Situations such as a severe/sudden health problem, or a death in the family will be considered on an individual basis and may require appropriate documentation.

Students who sign up for the in-class format must attend in person. Students who sign up for the online version may either attend live (via link provided in Canvas), or watch the online student videos and submit the "pause and answer" questions. Online students may freely alternate week to week between live and recorded formats.

#### E. Accommodations Statement

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

#### F. Style Guide

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

#### G. The Clark Academic Center

The Clark Academic Center (learning@calvary.edu) located in the library building, is dedicated to providing free academic assistance for all Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams, and facilitate tests. Please take advantage of this service.