

CIEP 376: Assessment of English Language Learners

Loyola University Chicago

School of Education

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Required Texts:

- Gottlieb, Margo. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. Pearson Education.
- Supplemental readings: Posted on Blackboard
 - Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33.
 - Abedi, J., & Lord, C. (2001). The language factor in mathematics tests. *Applied Measurement in Education*, 14.
 - Christian, B., & Bloome, D. (2004). Learning to read is who you are. *Reading & Writing Quarterly*, 20.
 - Moll, L., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 2.
 - Moll, L., & Gonzalez, N. (1997). Teachers as social scientists: Learning about culture from household research.
 - Jimenez, R. T., Garcia, G. E., & Pearson, P.D. (1996). The reading strategies of bilingual Latina/o students who are successful English readers: Opportunities and obstacles. *Reading Research Quarterly*, 31.
 - Spinelli, C. G. (2008). Addressing the issue of cultural and linguistic diversity and assessment: Informal evaluation measures for English language learners. *Reading & Writing Quarterly*, 24.

Course Description:

This course will prepare teacher candidates to differentiate between student-learning difficulties due to exceptionality and those due to insufficient supports in second language acquisition. It will further prepare candidates to assess language dominance and/or degree of bilingualism in English Language Learners (ELLs), including capacity to distinguish between levels of language proficiency in making

decision of educational placement. Theoretical and practical study of instruments and procedures used for assessing bilingual students will be included. Formal and informal methods of evaluation, including issues of valid and non-biased assessment tools, will be examined for use in the assessment of language skills and academic proficiency.

Conceptual Framework:

Each course within the Bilingual/Bicultural sequence places educational equity and advocacy for English language learners as foundational tenets to the discipline as well as fundamental aspects of social justice.

Technology:

Use of scholarly and professional websites is integrated throughout the course. Technology is encouraged and supported in all class sessions and group presentations.

Diversity:

Content for this course is designed to highlight theoretical considerations of educational equity for English language learners. Both linguistic and cultural diversity are addressed within this framework.

Academic Honesty:

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility:

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting):

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The

university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Course Outcomes:

As a result of classroom and clinical learning experiences, teacher candidates will be able to:

- Identify current trends in the linguistic, academic, and cognitive assessment of linguistically diverse students.
- Understand and apply assessment concepts and assessment terminology.
- Understand and demonstrate how to select and/or develop fair, effective, and appropriate assessment instruments.
- Distinguish procedures for identifying students in the second language acquisition process, in contrast to from learning problems or exceptionalities.
- Demonstrate the ability to administer, score, and interpret a variety of educational assessment instruments.
- Recognize and describe how authentic assessment can provide reliable and valid data for education decision making.
- Analyze assessment data in reference to a given purpose.
- Plan instructional intervention and support based on student assessment data.
- Develop an advocacy stance for ELLs and their families and communities.

Grading Scale:

All teachers who are enrolled in CIEP 375 are expected to attend class, to share experiences and relevant knowledge, and submit assignments on due dates. Final grade is based upon the completion of course requirements, as weighted above and following this scale:

94-100	A
91-93	A-
88-90	B+
83-87	B
80-82	B-
77-79	C+
73-76	C
70-72	C-

Course Requirements:

Requirement & Description	Grade %
Assigned readings and class participation	
This will include the assigned readings as well as supplemental readings to be provided by the instructor throughout the course. It is expected that teachers will read all selections thoroughly and deeply prior to class sessions. Class dialogue, facilitated by the instructor, will be an essential component of this course. In addition participating in class discussions, teachers will be expected to participate fully in other class activities.	20%
Hybrid participation and reflection	
There will be three courses that are held in a hybrid format, which means that no formal class session will be held. This is meant to give teachers time and flexibility in completing clinical hours on their schedules. In addition to clinical time, teachers will be participating in a Blackboard discussion and reflection based on course content and clinical experiences.	15%
Research Article Facilitation	
In small groups, teachers will read and facilitate a class discussion based on an integral research article in the field of assessing ELL/bilingual students. Teachers will sign up for research article topics and dates in class. Teachers will be responsible for conveying the content, connecting to the case study, and engaging the class in a meaningful activity or dialogue. A more detailed rubric will be provided for this assignment.	15%
Assessment Portfolio	
Teachers will assemble, administer, analyze, and critique a portfolio of assessments for each domain of language (i.e., listening, speaking, reading, and writing) with a student at the clinical experience site. The portfolio should include the creation of one original rubric and the administration and analysis of a running record. A more detailed rubric will be provided for this assignment.	30%
Case Study Paper & Presentation	
Based on the data collected and analyzed for the assessment portfolio, teachers will conduct case study research on their ELL student – synthesizing the data from the assessments, paired with qualitative and anecdotal data, in order to determine the best course of instruction to help this student achieve success academically. This will be presented in class, in addition to in written form due on the date of the final exam. A more detailed rubric will be provided for this assignment.	20%
Clinical Hours	
No percentage points are assigned to this category, but the successful completion of clinical hours (15 total hours) is a prerequisite for passing this course.	n/a
Total Percentage	100%

Tentative Class Schedule

The course instructor reserves the right to change due dates, readings, and topics; proper notice will be given to students.

DATE	Class Session & Theme	Class Topics & Activities	Assignments/Reading Due
Jan. 20	Class 1: Introduction	Personal introductions Course overview & syllabus Course content introduction	None
Jan. 27	Class 2: Assessment Goals & Options	Assessment purposes & types Issues in assessment of ELLs Literature circles	Gottlieb, P, F, Chapter 1 O&P, P, F, Chapter 1
Feb. 3	Class 3: Standards, Curriculum, & Assessment	Assessment alignment Content & language standards	Gottlieb, Chapter 2 IL ELP Standards & Assessments
Feb. 10	Class 4: Assessment Selection & Creation	Research article facilitation Classroom assessment Portfolio assignment overview	Gottlieb, Chapter 5 & 6 O&P, Chapter 2 & 3 Group 1 facilitation
Feb. 17	Hybrid 1: Assessment Plan	Initial design for portfolio Discussion board posts Personal reflection	Blackboard contribution
Feb. 24	Class 5: Funds of Knowledge	Research article facilitation Lit circles: Funds of knowledge Portfolio: Interviews	Children's book Moll & Gonzalez, Article Group 2 facilitation
Mar. 3	Hybrid 2: Student Selection	Student background/overview Discussion board posts Personal reflection	Blackboard contribution
Mar. 10	Spring Break	No Class	None
Mar. 17	Class 6: Language Assessment	Research article facilitation Discussion: Oral language Portfolio: Assessing OL	Gottlieb, Chapter 3 O&P, Chapter 4 O&P, Chapter 8 (1) Group 3 facilitation
Mar. 24	Class 7: Literacy Assessment	Research article facilitation Discussion: Reading & Writing Portfolio: Assessing literacy	O&P, Chapter 5 & 6 O&P, Chapter 8 (4-7) Group 4 facilitation
Mar. 31	Class 8: Content Area Assessment	Research article facilitation Discussion: Content Areas	Gottlieb, Chapter 4 O&P, Chapters 7 O&P, Chapter 8 (2, 3) Group 5 facilitation
Apr. 7	Hybrid 3: Data Analysis	Analysis of portfolio data	Blackboard contribution

		Discussion board posts Personal reflection	
Apr. 14	Class 9: Portfolio Presentations	Portfolio presentations Portfolios to Case Studies	Portfolios
Apr. 21	Class 10: Standardized Assessment	Research article facilitation Standardized testing Grading & record keeping	Gottlieb, Chapter 7 & 8 Group 6 facilitation
Apr. 28	Class 11: Reflections	Peer editing & suggestions Reflections & goal setting Course evaluations	Case study draft
May 5	Final Exam Day	XXX	Case study paper