

Loyola University Chicago
School of Education
Professionalism in Service of Social Justice

CIEP 474
Assessment of Bilingual Students
Spring 2011

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Meeting Time: Wednesday 5 – 8 p.m.
Office Hours: Immediately after class
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Course Description:

This course will prepare educators in leadership roles to differentiate between those student-learning difficulties due to exceptionality and those due to insufficient supports in second language acquisition. It will further prepare such educators to assess language dominance and/or degree of development of L1 and L2 in ELLs, including distinguishing between BICS and CALP, especially in making decisions of educational placement. Theoretical and practical study of instruments and procedures used for testing bilingual students will be included. Formal and informal methods of evaluation, including issues of non-discriminatory testing, will be examined for the assessment of language skills and academic proficiency. Suggestions for preparing comprehensive evaluations of bilingual students will be given. Strategies for equity and advocacy in the testing and placement of bilingual students will be emphasized.

Conceptual Framework

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework—***Professionalism in Service of Social Justice***—is exemplified within the context of that particular course. Please be sure to state the conceptual framework, as well as thoughtfully elaborate on how it is exemplified within the context this course. If this course houses a Core assessment for one or more of the CF Standards for your program area it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed.

What is CPELL? What makes this cohort program unique?

Funded by a grant through the U.S. Department of Education's Office of English Language Acquisition, Chicagoland Partners for English Language Learners (CPELL)'s purpose is to provide a school-based comprehensive professional development program that will significantly improve classroom instruction for Limited English Proficient (LEP) children, or English Language

Learners (ELLs). The project has multiple components. First, two cohorts of Instructional Leadership graduate students will be established to increase the number of school leaders who are experts in the educational needs of ELLs. Second, in partnership with local school districts, a community of 660 teachers and administrators of LEP students will be recruited from partner local school districts, and these individuals will have access to professional development on best practices for teaching and supporting ELLs, which will build capacity within the school districts to offer such services. This project is also distinctive in that it places an emphasis on developing ELL teacher leaders and advocates for LEP students. The research component of the larger project will focus on assessing the needs of our partner schools and evaluating the impact of interventions aimed at improving classroom instruction. Data will be used to ensure that English Language Learners have access to and can obtain high academic achievement as demonstrated by local and state achievement measurements. Finally, a parent component will be implemented to provide parents of ELL students opportunities to support their children's learning and provide access to multiple support systems.

Diversity:

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology:

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one's LIVETEXT account will result in a student not being able to receive a final grade.

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 Standards:

LOYOLA UNIVERSITY CHICAGO'S SCHOOL OF EDUCATIONS' CONCEPTUAL FRAMEWORK STANDARDS:

- Candidates demonstrate knowledge and skills in a variety of school and professional settings. (CF2)
- Candidates demonstrate skills that will enable them to work effectively with diverse clients. (CF4)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) & ILLINOIS STATE BOARD OF EDUCATION (ISBE)

- Use assessment to enhance and strengthen instruction
- ISBE: 8 (f, g, h, i, j, k) NCATE: 4 (a, b, c)
- Understand and describe formal and informal assessments for students ' language and content-based learning
- ISBE: 8 (a, b, c, d, e) NCATE: 4 (a, b, c)
- Distinguish procedures for identifying problems of language proficiency from other learning problems
- ISBE: 8 (b); 3 (a, c) NCATE: 4(a, b, c)

- Understand issues of referral and placement for ELLs with exceptionalities
 - ISBE: 8 (b, c) NCATE: 4a

- Apply theoretical foundations of assessment to classroom settings
 - ISBE: 8 (f, g, h, i, j, k) NCATE: 4c

- Utilize a variety of alternative assessment measures of oral language proficiency, literacy development, and academic achievement
 - ISBE: 8 (f, g, h, i, j, k) NCATE: 4c

- Apply the principals of authentic assessment to a selected project
 - ISBE: 8 (f, g, h, i, j, k) NCATE: 4c

- Analyze assessment data in reference to a given purpose
 - ISBE: 8 (e, f, g) NCATE: 4 (a, b, c)

- Recognize how authentic assessment can provide reliable and valid data for education decision-making
 - ISBE: 8 (g, h, i, j, k) NCATE: 4c

- Identify current trends in the linguistic, academic, and cognitive assessment of language minority students, including language minority special needs students
 - ISBE: 8 (a, b, c, d, e, f, g, h, i, j, k) NCATE: 4 (a, b, c)
 - 3 (a, b, c, d, e)

Topical Outline

- History of assessment of bilingual students
- Instruments and procedures used for testing bilingual students
- Student-learning difficulties due to exceptionality
- Student learning difficulties due to insufficient supports in second language acquisition
- Assessment of language dominance and/or degree of bilingualism

- Role of assessment in educational placement.
- Formal and informal methods of evaluation for the assessment of language skills and academic proficiency.
- Comprehensive evaluations of bilingual students
- Strategies for equity and advocacy in the testing and placement of bilingual students
- Standard based assessment
- Social language proficiency and oral assessment
- Academic language proficiency and academic assessment
- Impact of No Child Left Behind on bilingual students

Required Texts:

Gottlieb, M., Nguyen, D. *Assessment and Accountability in Language Education Programs*. Philadelphia, PA. Caslon Publishing 2007.

Burris, C., Garrity, D., *Detracking for Excellence and Equity*, ASCD, Alexandria, VA: 2008

Additional Resources:

Gottlieb, M. *Assessing English Language Learners: Bridges From Language Proficiency to Academic Achievement*. Thousand Oaks, CA: Corwin Press, 2006.

Fielding, L., Kerr, N., Rosier, P. *Annual Growth for All Students, Catch-up Growth for Those Who are Behind*. Kennewick, WA: The New Foundation Press, 2007

English Language Proficiency Standards for English Language Learners in Kindergarten through Grade 12 (Frameworks for Large-Scale Assessment and Classroom Instruction and Assessment), available at http://www.isbe.state.il.us/bilingual/htmls/elp_standards.htm

Assessing Comprehension and Communication in English State to State for English Language Leasers (ACCESS for ELLs) Frequently Asked Questions, available at http://www.isbe.state.il.us/bilingual/htmls/elp_standards.htm

English Language Proficiency Standards Presentation, available at http://www.isbe.state.il.us/bilingual/htmls/elp_standards.htm

Implementing the English Proficiency Standards: An Overview for Administrators and Teachers, available at http://www.isbe.state.il.us/bilingual/htmls/elp_standards.htm

English Language Proficiency Standards Videos, available at http://www.isbe.state.il.us/bilingual/htmls/elp_standards.htm

Evaluation:

Item	Points
Class Participation and Attendance	10
Reading Responses and Reflection Paper – RR 7pts each, RP 9 pts	30
Student Profile Report With Evidence of RTI – Case Study	20
Student Growth Portfolio	20
District/School Assessment Audit & Recommendations	20
	100

Grading Scale	
100-90	A
89-80	B
79-70	C
69-60	D
59-0	F

Assignments due on due dates. If you are off by a week it is ok. It is not ok to turn all your assignments in the last night of class. References must be cited using APA style.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher level thinking skills. A rubric for each assignment is attached to this syllabus. If a student is not satisfied with his or her grade, assignments (except for the group project and final) may be rewritten and resubmitted for reevaluation.

Class Participation and Attendance:

10 points

Students will participate in discussions based on assigned readings and handouts, class writes and note taking. A three ring binder is suggested. It is expected that students will attend class every day. Your participation score will be based on your

attendance pattern, your reading response presentation as well as on your contributions to class discussions and activities.

You will be presenting a chapter from each of the textbooks.

(All course objectives)

Reading Response (3 in total-7 points each)-Course Reflection Paper (9 points): 30 points

When you have completed a reading, write a 2-3 page (double spaced) response including the following:

- 1) List the citation of the reading. (It may be any chapter from that week's readings.)
- 2) Describe one major theory or issue that is explained within the text and underline it.
- 3) Apply this theory or issue to the needs of English Language Learners.
- 4) Compare this text with other information you've heard or read.
- 5) Include a quote/fact/statement from the reading that meant something to you and explain.

Due Dates:

(NCATE 1.5, ISBE 1C, 1L; NCATE2.3, ISBE 2D; NCATE 6.2, ISBE 2JJ, 3A; NCATE 71, ISBE 10)(CF2, CF4, TESOL 5b, 5c)

Student Profile Report with Evidence of RTI Activities-Case Study 20 points

Using questions from the Instructional Language Survey, and parent and student interview as well as literacy assessments that you have used, write a summary of the family immigration story and draw the iceberg for this student and support your position. Include parent level of education and the students' access to education. Your icebergs must be presented in class with your rationale. Chose a student that has been in problem solving. **Present and discuss the case to the class using your district forms, assessments and procedures.**

Student Growth Portfolio 20 points

Using the information from the Burris and Garrity Book, Gottlieb and Nguyen Book or other approved source create a rubric for a student growth portfolio and gather at least 5 student artifacts that support reflective practices for students relative to their achievement and growth.

District/School Assessment Practices Audit and Recommendations 20 points

This project will be developed in class, and teams will be formed, current teaching assignments or future aspirations should be considered. Each presentation should include policy and/or procedural information relative to a districts assessment practices and how this practices are coordinated with the high school district or middle school relative to course selection and scheduling. **Presentations will include recommendations and will be 30 minutes in length.** They should be interactive and

include technology and handouts when appropriate. It is the hope that the group will eventually present this work at a CPELL partnership symposium.

**CIEP 474
Assessment of Bilingual Students**

Class Participation and Attendance 10 points

Score	Score Point Description – 2 points will be deducted for each absence
10	Attends class consistently: 0 absence, arrives on-time Contributes in class discussions, completes a class summary, has questions for reading response presenters Often leads in small group work. <i>Presentation of Detracking... Chapter</i> <i>Presentation of Assessing ELL's Chapter</i>
8	Attends class consistently: 1 absence, arrives on-time Contributes in class discussions. Often leads in small group work.
5	Attends class regularly: 2 absence, arrives on-time Contributes in class discussions. Leads in small group work.
3	Attends class: more than 2 absences; arrival time sporadic Sometimes contributes in class discussions. Rarely leads in small group work.
0	Attendance unacceptable: more than 2 absences; often tardy Rarely contributes in class discussions. Does not lead in small group work.

Reading Response (3 in total-7 points each)-Course Reflection Paper (9 points): 30 points

Score	Score Point Description
7 each	List the citation of the reading. (It may be any chapter from that week's readings or any related material) 1pt Describe one major theory or issue that is explained within the text and <u>underline</u> it 1pt Apply this theory or issue to the needs of English Language Learners 1pt Compare this text with other information you've heard or read 1pt Include a quote/fact/statement from the reading that meant something to you and explain 1pt Respond with your thoughts or opinions 2 pts, 2-3 pages
9	Write for the last class write a 4-6-page reflection paper that includes some actions steps you may take next year as a result of the information you learned from the course.

	Points will be deducted for each of the missing elements above.

Student Profile Report with Evidence of RTI Activities-Case Study 20 points

Score	Score Point Description
12	Screening survey or questions – ILS including school history Assessment of L1 & L2 (if relevant) sharing source and data Problem Solving Referral Form and evidence of progress monitoring including assessments Presentation of case study 3 points each
8	Clear iceberg drawing and description including 5 areas of iceberg reflecting the assessments above Written description conveys a clear understanding of BICS, CALPS and CUP Recommendations and or decision from the problem solving process, 1 page or more Do you agree or disagree with the decision, explain 2 points each
	Points will be deducted for each of the missing elements above.

Student Growth Portfolio 20 points

Score	Score Point Description
20	Rubric under construction
	Points will be deducted for each of the elements above. Each item is worth one point except the graphic organizer is worth three.

Collaborative Group Project Presentation 20 points

Score	Score Point Description
20 - 16	Project provides full analysis of the topic and its implications relating to assessment and the needs of English Language Learners. Presentation demonstrates an interactive teaching approach and the use of technology when appropriate. Documents provided to class are user friendly and accurate. A full bibliography is included with these class documents. Presentation and documents provide solid evidence of dispositions of social justice or clear up a misunderstanding or generalization about the achievement of ELL. Individual is responsible for assigned group work, as well as, to the group members as measured by group member ratings.
15 - 11	Project provides adequate analysis of the topic and its implications for school administration and the needs of English Language Learners. Presentation demonstrates some interactive teaching methods and the use of technology when appropriate. Documents provided to class are accurate. A full bibliography is included with these class documents. Presentation and documents provide evidence of dispositions of social justice. Individual is responsible for assigned group work, as well as, to the group members as measured by group member ratings.
10 - 6	Project provides limited analysis of the topic and its implications for school administration and the needs of English Language Learners. Presentation does not demonstrate interactive teaching methods and the use of technology when appropriate. Documents provided to class are not accurate. A full bibliography is included with these class documents. Presentation and documents provide limited evidence of dispositions of social justice. Individual is responsible for assigned group work, as well as, to the group members as measured by group member ratings.
5	Project does not provide an analysis of the topic and its implications for school administration and the needs of English Language Learners. Presentation does not demonstrate interactive teaching methods and the use of technology when appropriate. Documents provided to class are not accurate. A full bibliography is not included with these class documents. Presentation and documents provide little evidence of dispositions of social justice. Individual is responsible for assigned group work, as well as, to the group members as measured by group member ratings.
0	Project does not provide an analysis of the topic and its implications for school administration and the needs of English Language Learners. Presentation does not demonstrate interactive teaching methods and the use of technology when appropriate. Documents provided to class are not accurate. A full bibliography is not included with these class documents. Presentation and documents do not provide evidence of dispositions of social justice. Individual is responsible for assigned group work, as well as, to the group members as measured by group member ratings.

Name: _____

Group Project: _____

Project Points (possible 15) + Membership Accountability Points ____ (possible 5)

Total Project Points: _____ (possible 20)

Collaborative Project Presentation Rubric

1. Effective Use of Time:

1	2	3	4	5
Much time spent Without purpose	Got off track frequently		Did well, once we got out ideas clear	No wasted effort - stayed on target.

2. Development of Ideas:

1	2	3	4	5
Little done to generate ideas	Ideas were imposed on the group by a few.		Friendly session but not creative.	Ideas were encouraged and fully explored.

3. Ability to Decide Issues:

1	2	3	4	5
Poor resolution of differences	Let one person rule		Made compromises to get the job done.	Genuine agreement and support

4. Overall Productivity:

1	2	3	4	5
Did not accomplish our goal	Barely accomplished the job		Just did what we had to	Highly productive group work.

5. Membership Accountability:

Place your name, and the names of your group members on the rating scale below.
1 is low. 5 is high.

1	2	3	4	5
Name: _____		Team # _____		

Project Title: _____

Due Dates:

(NCATE 1.3, ISBE 1Q; NCATE 1.5, ISBE 1C, 1L; NCATE 2.3, ISBE 2D; NCATE 9.1, ISBE 2KK; NCATE 11.5, ISBE 5G)
 (CF2, CF4, TESOL 5b, 5c

COURSE CALENDAR – Wednesday 5:00pm to 8:00pm This calendar is subject to changes based on course content pacing adjustments.

	DATE	TOPIC	READING TO BE DONE IN ADVANCE	ASSIGNMENT DUE	SIGN-UP
1	1-19-11	Introduction & Overview – Pink and Yellow Ticket activity. Coaching Resources, Class Pretest, Quick Write		In-class background information	
	1-26-11	No Class			•
	2-2-11	No Class – SNOW DAY			
2	2-9-11	Presentation of Detracking Chapters 2-5 Lenski Article			
3	2-16-11	Presentation of Detracking Chapters 6-8...Talk about group project		Bring tracking and Scheduling information from your district Chapter Presentation (CP) Modeled	
4	2-23-11	History of Assessment of ELL's, Consideration & Purpose – Assessment of ELL's – The Bridge to Equity	Articles – To Be Provided Chpt 1, Gottlieb	Bring School Report Card <u>Reading Response</u>	CP- Felcia
5	3-2-11 North	Standards and Assessment Proficiency and Academic Achievement, Second Lang. Acquisition - IIRC	Chpt. 2, Gottlieb	Reading Response 1 Bring ELL Program Guide	CP - Raquel
6	3-9-11	Standards – Illinois Learning & WIDA Assessing Oral Lang. & Lit	Chpt 3, Gottlieb	Bring WIDA Books and ACCESS Scores	CP – Stephanie L
7	3-16-11 North	Transitional Language Issues + & - Trans. Assessing Academic Lang. Prof. & Academic Achievement	Chpt 4, Gottlieb	Begin working in-class on group projects <u>Case Study Due</u>	CP - Stephanie CS - Felicia CS CS
8	3-23-11 North	Classroom Assessment- The Bridge to Parity Designing Authentic Assessment	Chpt 5, Gottlieb	<u>Reading Response</u>	CP - Rebecca CS - Stephanie

	DATE	TOPIC	READING TO BE DONE IN ADVANCE	ASSIGNMENT DUE	SIGN-UP
					CS - Francesca

	DATE	TOPIC	READING TO BE DONE IN ADVANCE	ASSIGNMENT DUE	SIGN-UP
	3-30-11	<ul style="list-style-type: none"> No Class 			•
9	4-6-11	Documenting Performance Assessment – The Bridge From Teachers to Classrooms Student Growth Portfolio – Pivotal Portfolio	Chpt 6, Gottlieb	Group Project Check-in	CP - Maria CS - Rebecca CS - Stefanie
10	4-13-11	Grading Systems, The Bridge to the Future	Chpt 9, Gottlieb		CP – Alison CS - Sandra CS – Maria CS - Raquel
11	4-20-11	Supports for Student, and Large-Scale Assessment: The Bridge to Student Understanding RTI & Ell's – Is it access, language or learning? Support for ELL's on Large Scale Assess	Chpt 7, Gottlieb	<u>Reading Response</u> <u>Group Presentation</u>	CP - Sandra GP CS – Alison CS - Christina
12	4-27-11	Standardized Testing and Reporting, The Bridge to Fair and Valid Assessment – NCLB – Race to the Top	Chpt 8, Gottlieb	<u>Reading Response</u> <u>Group Presentation</u>	CP - Francesca GP
13	5-4-11	Class wrap-up –Final Reflections Papers Due and shared		<u>Group Presentation</u> <u>Student Growth Portfolio</u> <u>Reflection Paper</u>	GP