

CIEP 474: Assessment of Bilingual Students
English Language Teaching and Learning
Loyola University Chicago, School of Education
Autumn Semester 2017

Course instructor: Cristina Sanchez-Lopez, M.S. Ed. Literacy Education
Course sections: Wednesdays / 6:00 – 8:30 pm
Office location: Cuneo Campus
Office hours: Before and after class; by appointment
Mobile phone: (224) 637-5262
Email address: [clopez2626@gmail.com`](mailto:clopez2626@gmail.com)

Course Description

This course prepares teachers to utilize assessment to inform classroom instruction, specifically focused on classroom and authentic assessment of language and content. As a course targeting urban educators and teachers of English language learners (ELLs) and bilingual students, content emphasizes theoretical and practical study of instruments and procedures for assessing culturally and linguistically diverse students. Teachers will design and utilize standardized (formal) and instructional (informal) methods of evaluation to assess students' social, emotional, cultural, linguistic, and academic development and achievement, including critical analyses of existing assessment tools for validity, reliability, and bias. Additionally, teachers will be able to utilize assessment to recognize degree of bilingualism in ELLs, including capacity to distinguish between levels of language proficiency in making decision of educational placement, as well as differentiate between student-learning challenges due to exceptionality and second language acquisition.

Course Texts

Required textbooks:

Gottlieb, M. (2016). *Assessing English Language Learners (ELLs): Bridges to Educational Equity. Connecting Academic language proficiency to student achievement (2nd Ed)*. Thousand Oaks: Corwin.

O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Pearson Education.

Supplemental readings:

- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 9-21.
- Duran, R. P. (2008). Assessing English language learners' achievement. *Review of Research in Education*, 32 (1), 292-327.
- Moll, L., & Gonzalez, N. (1997). Teachers as social scientists: Learning about culture from household research. In P. Hall (Ed.), *Race, ethnicity and multiculturalism: Vol. 1. Missouri Symposium on and Educational Policy* (pp. 89-114). New York: Garland.

Supplemental selected readings:

- Bunch, G. C., Kibler, A., & Pimentel, S. (2012). Realizing opportunities for English learners in the Common Core English language arts and disciplinary literacy standards. *Understanding Language*. Palo Alto, CA: Stanford University.

- Moschkovich, J. (2012). Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core. *Understanding Language*. Palo Alto, CA: Stanford University.
- Quinn, H., Lee, Okhee, & Valdes, G. (2012). Language demands and opportunities in relation to Next Generation Science Standards for English language learners: What teachers need to know. *Understanding Language*. Palo Alto, CA: Stanford University.

Supplemental readings for facilitation:

- Facilitation #1: Classroom Assessment of ELLs
 - Shernaz B. García & Brenda-Jean Tyler (2010): Meeting the Needs of English Language Learners with Learning Disabilities in the General Curriculum, *Theory Into Practice*, 49:2, 113-120
 - 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, 101-118.
- Facilitation #2: Funds of Knowledge at Home and School
 - Mulhern, M. M. (1997). Doing his own thing: A Mexican-American Kindergartener becomes literate at home and school. *Language Arts*, 74, 468-476.
 - Panferov, S. (2010). Increasing ELL parental involvement in our schools: Learning from the parents. *Theory into Practice*, 49 (3), 106-112.
- Facilitation #3: Reading Assessment of ELLs and Students with Special Needs
 - Klingner, J. K., & Geisler, D. (2008). Helping classroom reading teacher distinguish between language acquisition and learning disabilities. In J. K. Klingner, J. J. Hoover, & L. M. Baca (Eds.), *Why do English language learners struggle with reading?* (pp. 57-72). Thousand Oaks, CA: Corwin.
 - Linan-Thompson, S., Vaughn, S., Prater, K., & Cirino, P. T. (2006). The Response to Intervention of English language learners at risk for reading problems. *Journal of Learning Disabilities*, 39 (5), 390-398.
- Facilitation #4: Writing Assessment with ELLs
 - Schulz, M. M. (2009). Effective writing assessment and instruction for young English language learners. *Early Childhood Education*, 37, 57-62.
 - Spence, L. K. (2010). Generous reading: Seeing students through their writing. *The Reading Teacher*, 63, 634-642.

Course Outcomes

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

- Identify current trends in the social, emotional, familial, cultural, linguistic, academic, and cognitive assessment of culturally and linguistically diverse students. (ISBE 8all; NCATE 4a-c)
- Apply assessment concepts and terminology to culturally and linguistically diverse students, specifically those labeled as ELL / bilingual students. (ISBE 8a-e; NCATE 4a-c)
- Select and develop fair, effective, and appropriate assessment instruments, focused on analyzing and writing content assessments that test content not language. (ISBE 8f-k; NCATE 4c)
- Distinguish procedures for identifying students in the second language acquisition process, in contrast to from learning problems or exceptionalities. (ISBE 8b, 3a, 3c; NCATE 4a-c)

- Administer, score, and interpret a variety of educational assessment instruments, primarily focused on Illinois standardized tests of language and authentic language assessments of funds of knowledge, listening, speaking, reading, and writing. (ISBE 8f-k; NCATE 4c)
- Describe how authentic assessment can provide reliable and valid data for education decision making, such as targeted linguistic and academic instructional support. (ISBE 8g-i, 8k; NCATE 4c)
- Analyze assessment data in reference to a given purpose. (ISBE: 8e-g; NCATE 4a-c)
- Plan and implement instructional intervention and support based on student assessment data. (ISBE 8f-k; NCATE 4c)

Related Standards

- *1.a.4.* Demonstrate proficiency in English and serve as a good language model for ELLs.
- *1.b.2.* Candidates understand theories and research that explain how L1 literacy development differs from L2 literacy development.
- *1.b.3.* Recognize the importance of ELLs' L1s and language varieties and build on these skills as a foundation for learning English.
- *1.b.5.* Understand and apply knowledge of the role of individual learner variables in the process of learning English.
- *2.d.* Understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families
- *2.e.* Understand and apply concepts about the interrelationship between language and culture.
- *2.g.* Understand and apply concepts of cultural competency, particular knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.
- *4.a.1.* Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately.
- *4.a.2.* Knowledgeable about and able to use a variety of assessment procedures for ELLs.
- *4.a.3.* Demonstrate and understanding of key indicators of good assessment instruments.
- *4.a.4.* Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs.
- *4.a.5.* Distinguish among ELLs' language differences, giftedness, and special education needs.
- *4.b.1.* Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs.
- *4.b.2.* Understand the appropriate use of norm-referenced assessments with ELLs.
- *4.b.3.* Assess ELLs' language skills and communicative competence using multiple sources of information.
- *4.c.1.* Use performance-based assessment tools and tasks that measure ELLs' progress.
- *4.c.2.* Understand and use criterion-referenced assessments appropriately with ELLs.
- *4.c.3.* Use various instruments and techniques to assess content-area learning for ELLs at varying levels of language and literacy development.
- *4.c.4.* Prepare ELLs to use self- and peer-assessment techniques when appropriate.
- *4.c.5.* Use a variety of rubrics to assess ELLs' language development in classroom settings.

IDEA Objectives

Teachers and teacher candidates will:

- Learn the fundamental principles, generalizations, and theories related to the assessment of English language learners (ELLs) and bilingual students.

- Develop specific skills, competencies, and points of view needed in the field of education to appropriately assess ELLs and bilingual students.
- Learn to apply course material by conducting authentic assessments with ELL and bilingual students to design corresponding instructional intervention and support.

Topical Outline

- Assessment concepts and terminology
- Standards, curriculum and assessment
- Standardized language assessment
- Classroom language assessment
- Affective assessment
- Funds of knowledge assessment
- Oral language assessment
- Reading assessment
- Writing assessment
- Content area assessment
- Test analysis for language and ELLs
- Connecting assessment and instruction
- Connecting with parents, families, and communities

Expectations and Requirements:

Candidates are enrolled in this course because they are professionals who want to learn. Accordingly, candidates are expected to attend all class sessions and be ready to participate in learning. Participation is more than presence. It means that candidates read all materials and come to class ready to share comments and questions based on previous class discussions, readings, and personal experiences and observations. Your grade will drop significantly after one absence. As professionals, candidates demonstrate academic honesty—that is, the work of others must be properly cited. Plagiarism will simply not be tolerated.

Dispositions:

All students are assessed on three dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. You can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

Conceptual Framework

Conceptual Framework: The School of Education's Conceptual Framework (CF) – Social Action through Education – is exemplified in this course through completion of the benchmark assignment, EL Assessment & Impact Portfolio. Each class participant will work one-on-one with a culturally and linguistically diverse student, using authentic assessments to determine the students' abilities, strengths, and needs and then designing aligned instructional interventions as a means to promote equity and social justice. The following CF standards are assessed in the benchmark assignment: • CFS2: Candidates apply culturally responsive practices that engage diverse communities. • CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

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.

IDEA Course Evaluation Link for Students: Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left-hand side of the page.

Syllabus Addendum Link: www.luc.edu/education/syllabus-addendum/ This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully. This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

Course Requirements

In addition to the general criteria described below, each assignment needs to address specific criteria. Rubrics with these criteria are available on SAKAI under “Assignments”. Assignments need to be (a) submitted on time, (b) typed and double-spaced in 12-point font, (c) include appropriate identifying information, (d) cite sources for all quotes, paraphrases, and adapted ideas, (e) use APA style (6th ed.) for citing references, and (f) submit all assignments using on SAKAI (LIVETEXT) unless otherwise noted.

Assignment Title	Assignment Description	% of Grade
Course Participation	Teachers are expected to read all required texts and articles thoroughly and deeply prior to class sessions. Reading, assignments, and other preparation are needed to engage in class dialogue, which is an essential component of this course.	15%
Discussion Facilitation	In small groups, teachers will read and facilitate a discussion based on a research article in the field of assessing ELL/bilingual students. Teachers will sign up for article topics and dates in class. Teachers will be responsible for conveying the content, connecting to the course content, and engaging the class in a meaningful activity or dialogue.	10%
Assessment Portfolio	For the main assessment, candidates will demonstrate understanding and application of issues and concepts of assessment and use of standards-based procedures with ELLs. Candidates select one ELL student to conduct a series of assessments, including a student profile, funds of knowledge interview, oral language assessment, reading assessment, and writing assessment. Additionally, candidates analyze the student’s results on a content area test, with a specific analytic lens for validity, reliability, and bias. Candidates synthesize findings from assessments, make recommendations for practice, and suggest ways to share data and connect with parents and families. Finally, candidates reflect on the role of assessment and testing in language teaching and learning. Please see the various components and grade breakdown below.	n/a
Student Profile	Outline the student’s demographic information and other data, including name, age, grade, and any information or data that the candidate can review within FERPA guidelines. If ACCESS 2.0 or other test scores are available, analyze to determine general language proficiency.	5%

Funds of Knowledge Assessment	Interview the student and his/her family in order to understand the experiences and funds of knowledge that the student brings to the classroom. Describe the assessment, give an overview of data collection and analysis, and reflect on the assessment process.			10%
Oral Language Assessment	Select an appropriate assessment (e.g., instructional/classroom-based language sample) to assess student's oral and aural language ability. Describe the assessment, provide a rationale for its selection, give an overview of data collection and analysis, and reflect on the assessment process.			10%
Reading Assessment	Select an appropriate assessment (e.g., running record and story retell) to assess to student's reading comprehension. Describe the assessment, provide a rationale for its selection, give an overview of data collection and analysis, and reflect on the assessment process.			10%
Writing Assessment	Collect two writing samples to assess the student's writing ability in English (and home language when feasible), designing and using a rubric to measure language development. Describe the assessment, provide a rationale for its selection, give an overview of data collection and analysis, and reflect on the assessment process.			10%
Content Area Test Analysis	Use a content area test and the student's corresponding responses to analyze the instrument for validity, reliability, and cultural and linguistic bias. Describe the instrument, provide an overview of the analysis, give an overview of data collection and analysis, suggest accommodation and changes, and reflect on the process.			10%
Instructional Applications	Summarize and apply findings to offer concrete ways to support students' language development. Utilize knowledge of appropriate instruction for ELLs to design and implement appropriate instructional accommodations to incorporate the student's funds of knowledge while meeting his or her language level and needs. Conduct post-assessment (not all of the assessments given above, but related to your instruction and/or intervention) to show impact on student learning.			10%
Reflection	Reflect on the ELL assessment portfolio and case study experience, connecting to your perceptions and understandings of the role of assessment and testing in language teaching and learning. Discuss the multiple facets of assessment, including (but not limited to) standardized testing, traditional assessments, performance assessments, and engaging students in peer- and self-assessment. Suggest and discuss ways to share data and connect with parents, families, and other colleagues.			10%
FINAL GRADE	A = 100 – 93% A- = 92 – 90% B+ = 89 – 88%	B = 87 – 83% B- = 82 – 80% C+ = 79 – 77%	C = 76 – 70% D = 70 – 65% F = 64 and below	100%

Tentative Course Schedule

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

Class Date/s	Course Topic Sub-topics & Activities	Textbook Reading	Class Assignments Individual Assignments
Class 1 August 30	Course Introduction Community building activity Personal introductions Course overview & syllabus		
Class 2 September 6	Introduction to Assessment Assessment concepts & terminology Second language acquisition overview Assessment of second language acquisition	Gottlieb, Part I pp. 1-12	
Class 3 September 13	Standards, Curriculum, & Assessment Current educational policy & ELLs Illinois standards & assessments	Gottlieb, Chs. 1 & 2 O'Malley & Pierce, Ch. 1	<i>Standards Review</i> (e.g., WIDA, CCSS)
Class 4 September 20	Standards, Curriculum, & Assessment Using context to guide assessment use	Gottlieb, Ch. 3 O'Malley & Pierce, Ch. 2	
Class 5 September 27	Standardized Assessment High-stakes testing with ELs Validity, reliability & bias in testing Test analysis & accommodations	Gottlieb, Ch. 4 Duran	<i>Assessment Review</i> (e.g., ACCESS) Facilitation #1
Class 6 October 4	Classroom Assessment Classroom assessment and learning Assessment of language in the classroom Creating assessment plans	Gottlieb, PART II & Ch. 5 O'Malley &Pierce Ch. 3	Facilitation #2
Class 7 October 11	Classroom Assessment, cont'd Classroom assessment and learning Assessment of language in the classroom Creating assessment plans		
Class 8 October 18	Affective Assessment Discussion: Funds of knowledge Social/emotional/cultural needs Portfolio: Affect & funds of knowledge Connecting with families & communities	Moll & Gonzalez	Student Profile

Class 9 October 25	Oral Language Assessment Receptive & productive oral language Discussion: Oral language Portfolio: OL assessments	Gottlieb, Ch. 6 O'Malley & Pierce Ch. 4	Funds of Knowledge Assessment Facilitation #3
Class 10 November 1	Reading Assessment Reading fluency & comprehension Discussion: Reading & ELLs Portfolio: Reading assessments	O'Malley & Pierce, Ch. 5	OL Assessment
<i>(Conduct Assessments, Analyze Data, Update Assessment Portfolio; Meet with Assessment Team and/or Professor)</i>			
Class 11 November 8	Writing Assessment Bilingual writing development Discussion: Writing & ELLs Portfolio: Writing assessments	Gottlieb, Ch. 7 O'Malley, & Pierce Ch. 6	Reading Assessment Facilitation #4
Class 12 November 15	Content Area Assessment Math, Science & Social Studies Discussion: Content area assessment Portfolio: Content area tests	O'Malley & Pierce, Ch. 7	
Class 13 November 22	Content Area Assessment Math, Science & Social Studies Discussion: Content area assessment Portfolio: Content area tests	Gottlieb, Ch. 8	Writing Assessment
Class 14 November 29	Assessment & Instruction Examples from classroom practice Designing data-informed instruction Portfolio: Moving to case studies Complete course evaluations	O'Malley & Pierce, Ch. 8 Selected reading TBD	Content Area Assessment Instructional Applications
Class 15 December 6	<i>ELL Assessment Portfolio Due</i>		

Loyola University Chicago

School of Education

Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

