

## CIEP 376: Assessment of English Language Learners

Loyola University Chicago-School of Education

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Adjunct Instructor- Bilingual & ESL Instruction

Class Location: Mundelein Center Room 506  
Class Time: Thursdays, 5-7:30pm  
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### Course Description:

This course will prepare students 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 access language dominance and 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.

### Required Text:

- Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

### Optional Text:

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

### Supplemental Required Readings: Posted on Sakai

- Gottlieb, M. & Sanchez-Lopez C. (2008). Assessing English Language Learners: A Perplexing Puzzle. *Perspectives on School-Based Issues* 9, 45-51.
- Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*, 33.
- Mulhern, M. M. (1997). Doing his Own Thing: A Mexican American Kindergartner becomes literate at home and school. *Language Arts*, 74, 468-476.
- Bunch, G.C., Kibler, A., & Pimentel, S. (2012). Realizing Opportunities for English Language Learners in the Common Core English language arts and disciplinary literacy standards. *Understanding Language*. Palo Alto, CA: Stanford University.
- Schulz, M., (2009). Effective Writing Assessment and Instruction for Young English Language Learners. *Early Childhood Education Journal*, 37: 57-62
- Garcia, S. & Tyler, B. (2010). Meeting the Needs of English Language Learners with Learning Disabilities in the General Curriculum. *Theory into Practice*, 49:2, 113-120.

## Articles for Research Facilitation Groups: Posted on Sakai

1. Group 1: 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.
2. Group 2: Zacher Pandya, J. (2011). Overtested: How high-stakes accountability fails English language learners. New York: Teachers College Press. (pp.13-30)
3. Group 3: 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 Educational Policy*. New York: Garland, 89-114.
4. Group 4: Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 9-21.
5. Group 5: 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.
6. Group 6: Adebisi, J., & Lord, C. (2001). The language factor in mathematics tests. *Applied Measurement in Education*, 14(3), 219-234.
7. Group 7: 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.
8. Group 8: Thompson, S., Vaughn, S., Prater, K., & Cirino, P. (2006). The Response to Intervention of English Language Learners at Risk for Reading Problems. *Journal of Learning Disabilities*, 39 (5), 390-398.

## Course Outcomes

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

1. 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)
2. Apply assessment concepts and terminology to culturally and linguistically diverse students, specifically those labeled as ELL or bilingual students. (ISBE 8a-e; NCATE 4a-c)
3. 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)
4. Distinguish procedures for identifying students in the second language acquisition process, in contrast to learning problems or exceptionalities. (ISBE 8b, 3a, 3c; NCATE 4a-c)
5. 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)
6. 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)
7. Analyze assessment data in reference to a given purpose. (ISBE: 8e-g; NCATE 4a-c)
8. 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.

### **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.

The course specifically addresses the following conceptual framework standards:

- CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.
- CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.
- CF5: Candidate demonstrates technological knowledge and skills which enhance education.

### **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.

## **Dispositions**

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of **professionalism, fairness and the belief that all students can learn**. The descriptions for the expected behaviors for the dispositions can be found on the rubric posted in LiveText for this course.

## **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 one level (A to A-, C+ to C) after one absence. Participation will be assessed using a rubric half way through and at the end of the spring semester. As professionals, candidates demonstrate academic honesty—that is, the work of others must be properly cited. Plagiarism will simply not be tolerated.

## **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](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](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/>

## **Technology:**

Use of scholarly and professional websites is integrated throughout the course. Technology is encouraged and supported in all class sessions and group presentations. Laptops should only be open when appropriate; this will be

monitored at instructor’s discretion. The course Dispositions will be assessed on LiveText. ([www.livetext.com](http://www.livetext.com)). Course updates, articles, assignment descriptions and accompanying rubrics will be posted to Sakai. Teachers are expected to check their LUC email frequently.

**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.

**Grading Scale:**

All teachers who are enrolled in this course 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-

**Clinical Component**

Candidates are required to complete 15 hours of fieldwork outside of our class meetings to successfully pass this course. These fifteen hours should be spread throughout the semester. As a requirement of this fieldwork, students will complete the six assessments detailed in the section below under Assessment Portfolio heading. This work will be scored using the rubrics posted on Sakai. The assignments required during clinical work account for 60% of the candidates final grade. Students who do not complete their clinical hours will be given an ‘Incomplete’ in the class until those hours are complete.

**Course Requirements:**

<b>Assignment Title</b>	<b>Assignment Description</b> <i>All assignments have detailed descriptions and rubrics that are posted on Sakai.</i>	<b>% of Grade</b>
<b>Course Participation &amp; Attendance (2/27 &amp; 4/24)</b>	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. Participation Rubric is on Sakai site and will be utilized twice on 2/27 and 4/24.	<b>10%</b>
<b>Hybrid Participation (2/13)</b>	One class session will be 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 have an online task to accomplish to connect course content and clinical experience from Ch. 9.	<b>5%</b>
<b>Article Facilitation (will vary)</b>	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.	<b>10%</b>

<b>Assessment Portfolio</b>	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.	
<b>Student Profile (2/20)</b>	Outline the student's demographic information and other data, including name, age, grade, school, and any information or data that the candidate can review within FERPA guidelines. If ACCESS or other test scores are available, analyze to determine general language proficiency.	<b>5%</b>
<b>Funds of Knowledge (2/27)</b>	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.	<b>5%</b>
<b>Oral Lang. Assessment (3/20)</b>	Select an appropriate assessment 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.	<b>10%</b>
<b>Reading Assessment (3/27)</b>	Select an appropriate assessment (e.g., running record, fluency snapshot, story retell) to assess student's reading fluency and comprehension. Describe the assessment, provide a rationale for its selection, give an overview of data collection and analysis, and reflect on the assessment process.	<b>10%</b>
<b>Writing Assessment (4/3)</b>	Collect two writing samples to assess student's writing ability in English. Design and use 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.	<b>10%</b>
<b>Content Area Test (4/10)</b>	Select a completed and graded test taken by your focus student and analyze for validity, reliability, fairness, and bias focused specifically on ELLs.	<b>10%</b>
<b>Case Study Paper (4/24)</b>	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 final day of class.	<b>10%</b>
<b>Final Exam (4/24)</b>	On the last day of class, teacher will take a short exam in which they will be held responsible for knowing definition of key terminology stemming from course textbook, class discussions, and peer/instructor presentations.	<b>15%</b>
<b>Extra Credit (Sat. 3/29)</b>	The SOE will hold a workshop on Saturday, March 29, 2014 on the Lakeshore campus. Various presenters and experts in the field of ELL instruction will be present. 5 points	<b>Extra Credit (5 points)</b>
<b>Clinical Hours (ongoing)</b>	15 Clinical hours are required and directly tied to 60% of course grade. Teachers will work closely with one focus student and administer, assess, and reflect on the ELL students ELP. Clinical hours will be completed by each individual student outside of class time at their specific certification level (Early Ed, Elementary, Secondary etc.)	<b>n/a</b>
<b>FINAL GRADE</b>		<b>100%</b>

**Policy on Late Work:** *Should you require an extension on an assignment, this must be discussed with your instructor BEFORE the day on which the assignment is due. Late assignments will be penalized one point for every day they are late. For example, if an assignment is ten days late, and the assignment is only worth ten points, you will receive a zero.*

## Tentative Class Schedule

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

<b>Class Date</b>	<b>Course Topic</b> Sub-topics & Activities	<b>Textbook Reading</b> Supplemental Material Readings should be read and annotated for class discussions.	<b>Class Assignments</b> Individual Assignments
<b>Class 1</b> 1/16	<b>Course Introduction</b> Personal introductions Assessing Prior Knowledge Course overview & syllabus		Bring Field Experience Approval Form  <b>Assessment “Pre-Test”</b>
<b>Class 2</b> 1/23	<b>Introduction to Assessment</b> Assessment concepts & terminology Second language acquisition (SLA) Research Article Facilitation Sign Up	<b>Gottlieb, P, F, Chapter 1</b> Gottlieb/Sanchez article	
<b>Class 3</b> 1/30	<b>Standards, Curriculum, &amp; Assessment</b> Current educational policy & ELLs Illinois standards & assessments Using context to guide assessment use	<b>Gottlieb, Chapter 2</b>	<b>Facilitation Group #1</b>
<b>Class 4</b> 2/6	<b>Standardized Assessment</b> High-stakes testing with ELs Validity, reliability & bias in testing Test analysis & accommodations Portfolio: Intro to Assessment Portfolio	<b>Gottlieb, Chapter 8</b> Abedi NCLB article	<b>Facilitation Group #2</b>
<b>Class 5 Hybrid Class</b> 2/13	<b>Clinical Commencement</b> Determine clinical schedule & hours Start assessment portfolio on Google site	<b>Gottlieb Ch. 9</b>	<b>Portfolio Google Site</b> Online Assignment Gottlieb Ch. 9
<b>Class 6</b> 2/20	<b>Affective Assessment</b> Discussion: Funds of knowledge Social, Emotional, Cultural Needs Family & Community Interaction	Mulhern Article	<b>Facilitation Group #3</b>  Due: Student Interview
<b>Class 7</b> 2/27	<b>Classroom Assessment</b> Portfolio: Interviews	<b>Gottlieb Chapters 5 &amp;7</b>	<b>Facilitation Group #4</b>  Due: Funds of Knowledge
<b>No Class</b> 3/6	<b>Spring Break</b>		

<b>Class 8</b> 3/13	<b>Oral Language</b> Receptive and Productive Language Discussion: Ch. 3 Gottlieb Portfolio: OL assessments	<b>Gottlieb, Chapter 3</b>	
<b>Class 9</b> 3/20	<b>Reading Assessment</b> Reading Fluency & Comprehension Discussion: Bunch Article Portfolio: Reading assessments	Bunch CCSS ELA Article	<b>Facilitation Group #5</b>  Due: Oral Lang Assessment
<b>Class 10</b> 3/27	<b>Writing Assessment</b> Bilingual Writing Development Discussion: Schulz Article Generous Reading Portfolio: Writing assessments	Schulz Article	<b>Facilitation Group #6</b>  Due: Reading Assessment
<b>Class 11</b> 4/3	<b>Content Area Assessment</b> Math, Science & Humanities Discussion: Content Area Assessment Portfolio: Performance assessments	<b>Gottlieb, Chapter 4</b>	<b>Facilitation Group #7</b>  Due: Writing Assessment
<b>Class 12</b> 4/10	<b>ELLs and Disabilities/RtI</b> Discussion: Garcia/Tyler Article Peer Edit Portfolio/Case Study Paper Final Exam	Garcia/Tyler Article	<b>Facilitation Group #8</b>  Due: Case Study Draft
<b>Class 13</b> 4/24	<b>Course Closure</b> Share portfolios & case studies Final Participation Evaluation Course Evaluation Online		<b>Case Study Sharing</b>  Due: Final Case Study Paper & Portfolio

- 2/13 Hybrid Course: We will not meet. Online assignment due 2/13.
- 3/6 LUC Spring Break- No Class
- 4/17 Easter Holiday- No Class