

**CIEP 474: Assessment of Bilingual Students**  
**Loyola University Chicago School of Education**  
**Spring Semester 2017, Tuesdays 7:00 – 9:30PM**  
**Dr. Amy J. Heineke ([aheineke@luc.edu](mailto:aheineke@luc.edu))**

**Description:**

This course prepares educators 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 researchers of English learners (ELs) and bilingual students, content emphasizes theoretical and practical study of instruments and procedures for assessing culturally and linguistically diverse students. Educators will design and utilize formal and 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, educators will be able to utilize assessment to recognize language dominance and degree of bilingualism in ELs, including capacity to distinguish between levels of language proficiency in making decision of educational placement, as well as differentiate between student-learning difficulties due to exceptionality and second language acquisition.

**Texts:**

- Gottlieb, M. (2016). *Assessing English language learners*. Thousand Oaks, CA: Corwin Press.
- Herrera, S. (2010). *Biography-driven culturally responsive teaching*. New York: Teachers College Press.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Pearson Education.
- Supplemental chapters and articles posted on Sakai

**Outcomes:**

- Identify current trends in the linguistic, academic, and cognitive assessment of linguistically diverse students. (ISBE 8all; NCATE 4a-c)
- Understand and apply assessment concepts and terminology. (ISBE 8a-e; NCATE 4a-c)
- Understand and demonstrate how to select and develop fair, effective, and appropriate assessment instruments. (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)
- Demonstrate the ability to administer, score, and interpret a variety of educational assessment instruments. (ISBE 8f-k; NCATE 4c)
- Recognize and describe how authentic assessment can provide reliable and valid data for education decision-making. (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)

**Standards:**

- **TESOL 2:** Candidates' individualized work with ELLs begins with in-depth exploration of the nature and role of culture in instruction, collecting and analyzing data on students' cultural backgrounds, cultural identities, possible cultural conflicts, home lives, and home-school communication. Candidates use this data to consider interrelationship between language and culture to plan assessments tasks.
- **TESOL 4A:** Candidates survey other formal assessment data (e.g., content-based standardized tests, special education testing data) to consider ELLs' holistic learning needs, critically considering issues of

validity and reliability of data related to bias, limitations, and accommodations. Candidates use evaluation of formal data to select and design appropriate classrooms assessment tasks for the case study, describing the purposes, procedures, quality indicators, advantages, and limitations.

- **TESOL 4B:** Candidates begin by using standards-based language proficiency data (e.g., ACCESS) to select students who have been identified, placed, and/or reclassified as ELLs. Candidates analyze students' norm-referenced assessment data and other sources of information to assess ELLs' language strengths and needs across domains (i.e., listening, speaking, reading, writing).
- **TESOL 4C:** Candidates select, adapt, and use a variety of performance-based assessment tools and techniques to inform instructional intervention and accommodations in classrooms. Candidates use criterion-referenced assessments and various rubrics to assess students' language development and content-area learning, as well as engage students in self-assessment when appropriate.

**IDEA Objectives:**

- Learn the fundamental principles, generalizations, and theories related to the assessment of English learners (ELs) and bilingual students.
- Develop specific skills, competencies, and points of view needed in the field of education to appropriately assess ELs and bilingual students.
- Learn to apply course material by conducting authentic assessments with ELs and bilingual students to design corresponding instructional intervention and support.

**Assignments:**

Candidates will post these individual assessment-based assignments to Sakai for feedback throughout the semester on the due date indicated on the week-by-week schedule. These smaller assignments merge to comprise the **EL Assessment & Impact Portfolio**, which will be uploaded to LiveText at the end of the semester and graded holistically for TESOL accreditation purposes. Candidates should incorporate ongoing feedback to improve their final project submitted at the end of their semester. The full rubric for this assessment and the components below can be found on Sakai.

In this professional assessment, candidates select ELs to assess, instruct, and impact student learning. By working with individual students on authentic, language-rich tasks, candidates understand and recognize individual students' L1 and L2 development, as well as language varieties and other individual learner variables. Initial assessments focus on students' funds of knowledge, specifically students' cultural backgrounds, knowledge, and competencies from home, community, and school. Using findings about ELs' abilities, strengths, and needs, candidates explore and select assessment tools based on the various purposes, procedures, indicators, advantages, limitations, and accommodations. Next, candidates modify assessment tools based on students' formal assessment data, including ACCESS scores and other norm-referenced assessments. Candidates then use a variety of authentic assessment tools and rubrics to assess ELs' abilities, including performance tasks, criterion-referenced tools, self- and peer- assessments, and other instruments and techniques. Candidates then synthesize findings from the various assessments and design a data-driven instructional intervention; the intervention plan must build off of the students' background knowledge and abilities to target one or two specific sociocultural, linguistic, cognitive, and/or academic needs through individualized instruction, as well as accommodations in whole- and small-group settings. Finally, candidates conduct a post-assessment, similar to a pre-assessment and aligned to the intervention, to collect data to analyze and demonstrate impact on student learning. In closing reflections, candidates make recommendations for instructional practice, suggest ways to share data and connect with parents and families, and reflect on the role of assessment and testing in language teaching and learning.

Component	Description	%
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<b>Student Profile</b>	Outline the student's demographic information and other data, including name, age, grade, home language, MTSS/RtI designation, etc. If ACCESS or other test scores are available, analyze to determine general language proficiency. You may choose to use the holistic student profile introduced in class.	<b>10%</b>
<b>Assessment Selection</b>	Based on the preliminary student data and profile, design and adapt various authentic assessment measures, tools, and tasks to be appropriate for this particular EL for a variety of purposes. Discuss accommodations on assessments based on student's language background, abilities, and needs.	<b>10%</b>
<b>Funds of Knowledge</b>	Interview student and family to understand the learner's funds of knowledge and prior knowledge brought to the classroom from home and community. Design the assessment and related rubric. Then describe the assessment, outline data collection and analysis, discuss findings, and reflect on the process.	<b>10%</b>
<b>Oral Language</b>	Select an appropriate assessment to measure student's oral and aural language ability by integrating listening and speaking. Design the assessment and related rubric. Then describe the assessment, provide rationale for its selection, outline data collection and analysis, discuss findings, and reflect on the process.	<b>10%</b>
<b>Reading</b>	Select an appropriate assessment to assess to student's reading fluency and comprehension. Design the assessment and related rubric. Then describe the assessment, provide rationale for its selection, outline data collection and analysis, discuss findings, and reflect on the process.	<b>10%</b>
<b>Writing</b>	Collect two writing samples to assess the student's writing, designing a rubric to measure language development. Design the assessment related rubric. Then describe the assessment, provide rationale, outline data collection and analysis, discuss findings, and reflect on the process.	<b>10%</b>
<b>Applications</b>	Summarize and apply findings to offer concrete ways to support students' language development. Design and implement instruction to incorporate the student's funds of knowledge while meeting his or her language level and needs. Conduct post-assessment to show impact on student learning.	<b>10%</b>
<b>Reflection</b>	Reflect on the entire EL assessment portfolio and case study experience, connecting to your perceptions and understandings of the role of assessment and testing in language teaching and learning.	<b>10%</b>

In addition to the various components of the ***EL Assessment & Impact Portfolio***, the remaining 20% of candidates' final grades will be determined by course participation. Active class participation is a central component of this course. Candidates are expected to attend class regularly, arrive on time and stay for the duration, and actively participate in class discussions and activities. In order to do so, teachers are expected to complete all required readings, assignments, and preparation prior to each class session. Outside of standard class meetings, course participation also includes online or hybrid discussions or activities, as well as application and engagement in course materials via clinical experiences in classrooms and schools. Candidates will self-evaluate on their course participation at the end of the semester using a course participation rubric, which can be found on Sakai.

**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](#).

**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.

**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, 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.

**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/](http://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 Schedule:** Professor reserves the right to make changes to the schedule, topic, readings and assignments.

<b>Date</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments</b>
<b>Class 1</b> Jan 17	Course Introduction	n/a	n/a
<b>Class 2</b> Jan 24	Policy-based Assessment	Gottlieb, Chapter 1 Herrera, Chapter 1	<i>Bring HLS &amp; ACCESS Reports</i>
<b>Class 3</b> Jan 31	Standardized Assessment	Gottlieb, Chapter 7 Zacher-Pandya, Chapter	<i>Bring Standardized Assessment</i>
<b>Class 4</b> Feb 7	Classroom Assessment	Gottlieb, Chapter 2 O&P, Chapters 1 & 2	<i>Bring Classroom Assessment</i>
<b>Class 5</b> Feb 14	Holistic Student Profiles	Herrera, Chapters 2-5 Heineke & McTighe, Chapter 3	<i>Select Student for Portfolio</i>
<b>Class 6</b> *Feb 21	Assessment Selection	O&P, Chapter 3 Heineke & McTighe, Chapter 5	Student Data Profile
<b>Class 7</b> Feb 28	Background Knowledge	Herrera, Chapter 6 Moll & Gonzalez, Article	Assessment Selection
Mar 7	NO CLASS: SPRING BREAK		
<b>Class 8</b> Mar 14	Oral Language Assessment	Gottlieb, Chapter 4 O&P, Chapter 4	Funds of Knowledge Assessment
<b>Class 9</b> Mar 21	Reading Assessment	Gottlieb, Chapter 5 O&P, Chapter 5	Oral Language Assessment
<b>Class 10</b> Mar 28	Writing Assessment	Gottlieb, Chapter 6 O&P, Chapter 6	Reading Assessment
<b>Class 11</b> Apr 4	Content Area Assessment	Gottlieb, Chapter 3 O&P, Chapters 7 & 8	Writing Assessment
<b>Class 12</b> *Apr 11	Data-Driven Instruction	Herrera, Chapters 7 & 8 Klingner & Geisler, Chapter	Applications (Intervention)
<b>Class 13</b> Apr 18	Ongoing Monitoring	Gottlieb, Chapter 8 Herrera, Chapter 9	Applications (Post-Assessment)
<b>Class 14</b> Apr 25	Conclusions & Reflections	TBD	<b>EL Assessment &amp; Impact Portfolio</b>