

CIEP 474: Assessment of Bilingual Students
Loyola University Chicago School of Education
Spring Semester 2017, Tuesdays 4:15 – 6:45PM
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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:

Required:

- Gottlieb, M. (2016). *Assessing English language learners*. Thousand Oaks, CA: Corwin Press.

Supplemental:

- Heineke, A. J., & McTighe, J. (2018). *Using Understanding by Design in the culturally and linguistically diverse classroom*. Alexandria, VA: ASCD.
- O'Malley, J. M., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. New York: Pearson Education.

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.

Related ISBE Standards:

- 2.D Culture and Language – The competent ESL teacher continually learns about his or her students' languages and the language variations and builds instruction on the cultural assets and backgrounds that students bring from their homes and communities.
- 4.A Issues of Assessment for ELs – The competent ESL teacher demonstrates knowledge and understanding of various assessment issues that affect ELs, such as accountability, reliability, validity, bias, special education testing, primary and target language proficiency, language supports, and accommodations in all assessment situations.
- 4.B Language Proficiency Assessment – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of language proficiency assessments to document students' language development, to inform teacher instruction, and to identify, place and reclassify ELs.
- 4.C Content Subject and Classroom-based Assessments – The competent ESL teacher demonstrates knowledge, understanding and application of a variety of assessment tools and techniques that are valid and reliable for ELs in order to measure students' academic achievement, including accommodations for ELs' language proficiency levels, and inform teachers' content and language instruction in the classroom.

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:

EL Assessment & Impact Portfolio (50% of final grade)

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 data-driven instructional interventions; 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.

Performance Task Assessment (30% of final grade)

Candidates will create performance task assessments and rubrics, grounded in particular units of study (preferably those being designed for CIEP 472, if simultaneously enrolled in both courses). Using a provided template, candidates will define the learning goals that the performance task seeks to assess, pinpoint the key traits needed to reliably discern students' mastery of those goals, brainstorm language-rich task ideas, use the GRASPS task framework to flesh out task details, design analytic rubrics to evaluate students' performance, and differentiate the task so that all students can actively engage and demonstrate understanding regardless of language proficiency level. If possible, candidates will enact performance tasks in classrooms with students, using the resulting data to reflect upon and shape subsequent instruction and assessment.

Class Participation (20% of final grade)

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/

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.*

Date	Topics	Readings	Assignments & Tasks
Class 1 Jan 15	Course Introduction	Gottlieb, Part I	
Class 2 Jan 22	Assessment Policy & Practice	Gottlieb, Chapters 1 & 2	Bring classroom testing tool & HLS/ACCESS reports
Class 3 Jan 29	Assessing Oracy	Gottlieb, Chapter 3 (jigsaw) Gottlieb, Chapter 4 (oracy) O&P, Chapter 4	Bring formal data profile on focal student
Class 4 *Feb 5	Administering Assessments	Consult/reread oracy chapters	Administer funds of knowledge & oracy assessments
Class 5 Feb 12	Assessing Literacy	Gottlieb, Chapter 4 (literacy) O&P, Chapters 5 & 6	Bring assessment data for funds of knowledge & oracy
Class 6 *Feb 19	Administering Assessments	Consult/reread literacy chapters	Administer reading & writing assessments
Class 7 Feb 26	Analyzing Assessment Data	Heineke & McTighe, Chapter 3	Bring assessment data for reading & writing
Mar 5	NO CLASS: SPRING BREAK		
Class 8 Mar 12	Responsive Practice	Gay, Chapter Villegas & Lucas, Article	Bring synthesized findings from focal student
Class 9 Mar 19	Performance Tasks	Gottlieb, Chapter 6 Heineke & McTighe, Chapter 5	Bring draft intervention plan
Class 10 Mar 26	Rubric Design	Gottlieb, Part II & Chapter 5 Wiggins & McTighe, Chapter	Bring performance task draft
Class 11 *Apr 2	Administering Assessments	Consult/reread chapters	Administer and reflect upon performance task
Class 12 Apr 9	Probing Exceptionality	Gottlieb, Chapter 7 Klingner & Geisler, Chapter	Performance Assessment
Class 13 *Apr 16	Individual Exploration	As determined by teachers	As determined by teacher
Class 14 Apr 23	Conclusions & Reflections	Gottlieb, Chapter 8	EL Impact Portfolio