Preparing people to lead extraordinary lives

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
CIEP 474
ASSESSMENT OF BILINGUAL STUDENTS

COURSE AND INSTRUCTOR INFORMATION
Semester: Spring 2022, January 18 – March 6
Instructor: Amy J. Heineke, Ph.D.
Office Hours: By appointment via Zoom
Contact Information: aheineke@luc.edu
Responsiveness: 24 hours during work week
Meeting Times: Asynchronous online
Meeting Location: Sakai lessons

*School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis,* or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers

information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*On-Campus COVID-19 Testing: Everyone in our community is **strongly encouraged** to participate in on-campus surveillance testing—even if fully vaccinated and boosted.
*COVID-19 Required Personal Safety Practices: We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses.

Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol: If you test positive for COVID-19, continue to follow the University's Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

*Exposure notification process update: Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

COURSE 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 educators and researchers of *multilingual learners* (MLLs), commonly referred to as *English learners* (ELs) or *English language learners* (ELLs), content emphasizes theoretical and

practical study of instruments and procedures for assessing language. 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 utilize assessment to recognize students' dynamic language competencies, including distinguishing between levels of language proficiency in making decision of educational placement, as well as differentiating between student-learning difficulties due to exceptionality and second/additional language acquisition.

Texts & Readings:
- Gottlieb, M. (2016). *Assessing English language learners.* Corwin.
- Various supplemental 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.

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

COURSE ORGANIZATION

This course has been strategically designed as an asynchronous online course to mediate your learning and application of course objectives. Each week, you will complete **one lesson**

associated with that week (e.g., Lesson 1 in Week 1, Lesson 2 in Week 2). Each lesson is approximately 5 hours to correspond with the credit hours with this course (3 credit hours corresponds with 37.5 contact hours). Each lesson is organized into a series of sequential activities that can be completed at your convenience prior to the week's end. Please note that pre-work and assignments are not included in that time, just as they would not be in in-person coursework.

Assignments:
In line with the philosophy and approach of the Language, Culture, and Curriculum M.Ed. program, this course centers around one project: *MLL Assessment Portfolio*. This project is worth 65% of the final grade, with participation comprising the other 35% of the final grade.

MLL Assessment Portfolio (65% of final grade)
Candidates select one student to assess multilingual development. Initial assessments focus on students' funds of knowledge, specifically students' cultural backgrounds, knowledge, and competencies from home, community, and school. Using findings about MLLs' 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 MLLs' 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.

Project Components

Components	Points
Student Profile Educator selects one student for the focal project and gathers available data, such as age, grade, language proficiency levels, achievement scores, etc.	5
Background Knowledge Assessment Educator builds from formal data to gather rich anecdotal data from students and families directly on background knowledge, including cultural and linguistic practices in homes and communities from an asset-based lens.	10
Oracy Assessment Educator uses initial data on the focal student's oral language competencies to design and conduct an assessment task that aligns to background knowledge and gleans meaningful data on oracy strengths and needs.	10
Reading Assessment Educator uses initial data on the focal student's reading competencies to design and conduct an assessment task that aligns to background knowledge and gleans meaningful data on reading strengths and needs.	10

Writing Assessment Educator uses initial data on the focal student's writing competencies to design and conduct an assessment task that aligns to background knowledge and gleans meaningful data on writing strengths and needs.	10
Assessment & Rubric Design Across the above-described assessments of background knowledge, oracy, reading, and writing, educator effectively selects and designs assessment tools and rubrics drawing from understandings of language development and student learning.	10
Application & Reflection Educator uses findings from the student case study to make instructional recommendations, including whole-group, small-group, and individualized accommodations and interventions. Educator reflects and shares data with others.	10

Class Participation (35% of final grade)

Participation is central to learning in this course and throughout the program, as teachers are seen as experts who support one another's learning, understanding, and application in classrooms. Each lesson is worth 5 participation points (7 lessons combine for a total of 35 points). Teachers who complete all activities will receive full points with one point taken off for each missing activity.

Grading Policy & Scale

- Students are expected to use APA style (7th ed.) for citing references. When quoting and paraphrasing sources, or adapting an idea from a source, those sources **must** be cited.
- While due dates are suggested to stay on track with the course work, late work beyond due dates will be accepted and graded at full credit. Please communicate directly with the professor should you need to submit an assignment significantly past the due date.
- The final course grade is based upon the completion of course requirements, as weighted above and following this scale:

A	93%-100%
A-	90%-92%
B+	87%-89%
B	83%-86%
B-	80%-82%
C+	77%-79%
C	73%-76%
C-	70%-72%
D+	67%-69%
D	63%-66%
D-	60%-62%

Instructor Commitments

This semester will continue to bring challenges caused by the pandemic. Together, we will make this semester productive and valuable to your development as an educator, while simultaneously prioritizing care, well-being, and balance. Here are my commitments to you.

- CARE: The priority this semester is your well-being and that of those around you. You cannot learn and develop as an educator unless your core needs are being met. Please take care of yourself and your physical and mental well-being amid all that is going on around us. Should I be able to support that in any way, please let me know.
- FLEXIBILITY: Your health and well-being come first, requiring flexibility in coursework. Assignments and due dates listed on the syllabus are certainly the expectation; however, should a situation arise that requires your attention, please reach out to me. You can disclose whatever you wish to disclose, and we will work to a reasonable solution.
- RESPONSIVENESS: I will respond to those changes and your related needs and concerns in any way that I can. I will look to you as my co-designers of this class trajectory. If something needs to change, then reach out and alert me to your concerns.

SYLLABUS ADDENDA

School of Education Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework Standards

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Our mission is social justice, but our responsibility is social action through education. Our conceptual framework guides the curricula of School of Education programs and serves as the foundation to the School of Education Conceptual Framework Standards – standards that are explicitly embedded in major benchmark assessments across all SOE programs.

The School of Education's Conceptual Framework (CF) – *Social Action through Education* – is exemplified in this course through completion of the benchmark assignment, *MLL Assessment 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 to promote equity and 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

In addition to knowledge and skills central to this course, you will be assessed on dispositions related to *professionalism*, *inquiry*, and social justice. *Professionalism* will be assessed using the class participation and attendance rubric. *Inquiry* and the *social justice* will be assessed as part of your final project. All students are assessed on one or more dispositional areas of growth across our programs. 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.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation. The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback. Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade. The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Digication

All students, *except those who are non-degree*, may have access to DIGICATION to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. [Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your

professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Center for Student Access and Assistance

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: **www.LUC.edu/csaa**. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

Syllabus Addendum Link: https://www.luc.edu/education/academics/syllabi/

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	Preparation	Topics	Project Application
Week 1 Jan 18	Gottlieb, Part I, Ch 1 & 2 Select article by role	**Assessment Policy & Practice** Course purpose & details MLL/EL assessment landscape Role of classroom assessment	Student selection
Week 2 Jan 24	Gottlieb, Part II, Ch 5 & 6 Rudner & Schafer, Article	**Performance Task Design** Authentic language tasks Rubric development Background knowledge	Background knowledge assessment
Week 3 Jan 31	Gottlieb, Ch 3 & 4 Davis-Lenski, Article	**Assessing Oracy** Current tools & outcomes Authentic task design Data collection & analysis	Oracy assessment
Week 4 Feb 7	Jimenez et al., Article Alvarez & Corn, Article Ebe, Article	**Assessing Reading** Current tools & outcomes Authentic task design Data collection & analysis	Reading assessment
Week 5 Feb 14	Spence, Article Soltero-González, Article Select article by age group	**Assessing Writing** Current tools & outcomes Authentic task design Data collection & analysis	Writing assessment
Week 6 Feb 21	Gottlieb, Chapter 7 Artiles et al., Article Klingner & Geisler, Chapter	**Probing Exceptionality** MLLs in the MTSS framework Root-cause analyses Asset-based approaches	Applications
Week 7 Feb 28	Gottlieb, Chapter 8 Panferov, Article	**Communicating Results** Individualized learning goals Multi-tiered systems of support Communication with stakeholders	Reflection