

**Loyola University Chicago**  
**Department of Curriculum, Instruction, and Educational Psychology**

**CIEP 474-002: ASSESSMENT OF BILINGUAL STUDENTS**

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Summer Semester 2017

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**COURSE DESCRIPTION**

Assessment is the systematic process of gathering information in order to make efficient decisions about the education of students. Culturally and linguistically diverse (CLD) learners present unique challenges in the assessment process. Equity in education for the bilingual and/or bicultural student presents unique educational and ethical problems for professionals in the field of Education. The historical lack of adequate testing materials and insufficient training of personnel working with these clients has led to widespread misclassification, and over- and under-identification for special education. Before changes can effectively be made to the manner in which these children are assessed, placed, and given educational services, education professionals must become aware of students' cultural, linguistic, and experiential background, level of acculturation, sociolinguistic development, and cognitive learning styles. These are critical to developing a valid picture of the student and his/her cognitive abilities and achievement levels. This information is vital for effective education decision-making.

During this course, you will receive information about assessment and evaluation within cross-cultural settings, particularly in the education of English language learners and limited English proficient students. This course will explore a range of assessment techniques, based on an ecological model of assessment, which recognizes the impact of the assessment context on student performance. Additionally, normal patterns of first and second language acquisition will be discussed, as means of facilitating accurate and appropriate assessment of bilingual students. Emphasis will be on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, interviews, dynamic assessment, criterion-referenced assessment, and other alternative assessment techniques, with a consistent emphasis on the assessment of CLD students.

**CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS**

The School of Education, as part of Loyola's Jesuit tradition, espouses the conceptual framework of "Social Action through Education." In support of this fundamental tenet of leadership development, The School of Education, as part of Loyola's Jesuit tradition, espouses the conceptual framework of social action through education, through its components of service, skills, knowledge, and ethics.

This course emphasizes the equitable and nonbiased use of individualized assessment instruments and an understanding of the responsibilities associated with culturally competent assessment. The student's understanding of the application of the course to the conceptual framework is assessed through the written journals completed by students and through in-class participation

Students gain skills commensurate with professionalism in the service of social justice through the development of data-based decision-making and intervention planning skills in a multicultural context. Students also provide service to a wide range of schools through summarizing school wide data and making recommendations in an ethical and responsible manner, with a focus on needs of an increasingly diverse school population.

- CFS2: Candidates apply culturally responsive practices that engage diverse communities
- CFS3: Candidates demonstrate knowledge of ethics and social justice.

### **COURSE OBJECTIVES**

The specific objectives for the course are in accordance with the primary goal of the Loyola University of Chicago program of study in school psychology. Specifically, the major focus of the school psychology program is the training of professional school psychologists with a strong theoretical knowledge base in psychology and the practical competencies needed to provide psychological services in the schools. Within the school psychology program, the focus is on further development of professional competencies, and an increased focus on the generation of scientific applied research related to school psychology and the educational needs of an increasingly diverse student population. The program of study in school psychology offer an integrated, planned sequence of courses with the goal of training practitioners and scholars who take a critical problem-solving approach to case conceptualization. The incorporation of research and scientific data in professional decision-making is a core concept developed throughout the training sequence.

CIEP 474 is designed to teach diagnostic problem-solving skills for early identification of bilingual students. A primary goal is the development of professional technical competencies in the administration, and interpretation of standardized measures from a culturally competent perspective. Students are also exposed to functional assessment of academic and behavior difficulties. A critical approach to the evaluation of diagnostic instruments is interwoven throughout the entire course. The importance of issues such as ethical test use, standardization, reliability, construct, content, and criterion-related validity will be emphasized.

A major principle within the school psychology program is the training of practitioners and scholars who are aware of multicultural and diversity issues, and the sociopolitical issues that under-represented groups continue to face in society. The current course introduces students to historical misuses of tests in the placement of ethnic minority youth, and current legal and ethical standards for assessment and intervention conducted

with youth from underrepresented groups. The requirements of legislation, such as the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act in the service of individuals from underrepresented groups and those with disabilities are reviewed. The application of professional ethical standards such as the NASP Specialty Guidelines, the Ethical Principles of Psychologists, Standards for Educational and Psychological Testing, and the APA Guidelines for Providers of Services to Ethnic, Linguistic, and Culturally Diverse Populations are discussed within the context of the course.

### **COURSE RATIONALE**

The vision of the school psychology program is to facilitate the development of supportive and culturally responsive environments for individuals with special needs and their families. By relying on an ecological model of assessment, this course will go beyond simple identification of disabilities to assessment of the learning environment. This course supports the College of Education and Special Education Program frameworks by addressing student abilities within the context of a diverse society, recognizing the need to support all individuals in life-long learning, and validating all individuals, including those with disabilities, as valuable members of their communities, including their communities of learners.

### **REQUIRED READINGS AND MATERIALS**

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), *Assessing culturally and linguistically diverse students: a practical guide*. New York: Guildford Press.

*Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators* (Distributed in class)

Additional readings will be assigned by the instructor. Many of these will be empirical journal articles students will search for and download from online databases found at Loyola University's library site. Other required readings will be posted within units on Sakai.

### **RECOMMENDED READINGS**

Flanagan, D.P. and Ortiz, S. (2013), *Essential of Cross-Battery Assessment*, Third Edition. New York: Wiley.

Herrera, S.G., Murry, K.G., Morales-Cabral, R. (2013), *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*, Second Edition. Boston: Pearson publishing as Allyn and Bacon.

### **DIVERSITY**

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory,

instructional leadership, and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

### **IDEA OBJECTIVES**

In order to continue to improve this course, an online-course evaluation system will be utilized. Feedback from students is critical in the continuous improvement process. It is critical that students return this form. The following essential objectives will be used to frame the course:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Acquiring skills in working with others as a member of a team

### **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**. You can find the rubrics related to these dispositions in LiveText. 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 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/](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*.

### **ALIGNMENT WITH ISBE and NASP STANDARDS, and APA COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY**

1. A conceptual understanding of the major principles regarding measurement and assessment, and a critical review of test instruments and test manuals. The development of critical skill in the evaluation of measures for a specific use and/or a specific population (APA Competency 8; NASP/ISBE Standard 1).
2. A discussion of the limitations of psychometric tests, with an overview of alternative methods of assessment, including curriculum-based measurement within an overall referral question (NASP/ISBE Standard 1, NASP/ISBE Standard 10)
3. Exposure to the major theories of intelligence, and an understanding of the history and current trends in intellectual assessment, particularly as it relates to ethical and legal uses of tests and assessment devices with under-represented groups (NASP/ISBE Standard 10, NASP/ISBE Standard 5).
4. An understanding of the standardization procedures, appropriate uses, normative data, and appropriate interpretation of a wide variety of intellectual assessment instruments (NASP/ISBE Standard 10, NASP/ISBE Standard 5).
6. An understanding of the clinical populations that are referred for intellectual assessment, and increased ability to make decisions regarding the appropriate measure for the referral question. (NASP/ISBE Standard 1, NASP ISBE Standard 10)
7. Exposure to the ethical principles developed for the use of psychological measurement, and development of internal standards for assessment of bilingual students suspected of special education needs (APA Competency 3; NASP/ISBE Standard 10).
8. An integrated knowledge base related to multicultural and diversity issues, and application of this knowledge in appropriate and ethical assessment and intervention with under-represented groups. The development of clinical skills related to the non-biased assessment of ethnic minorities and other under-represented groups (APA Competency 2; NASP/ISBE Standard 5).

### **METHODS OF INSTRUCTION**

In general, we will follow a seminar format. This course will consist of in-class and online lectures, group discussions, group and individual activities, and student presentations. Students are expected to read the assigned materials and to actively participate in online discussions and other activities. It is very important that readings be completed prior to class.

## **COURSE REQUIREMENTS**

Assignments must be completed on time and submitted no later than 11:55pm CST on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date. All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition.

### 1) Journal (40 points)

Twelve (12) are required for the course and must be submitted on the assigned days. All journals should be typed, double-spaced, and 1-2 pages in length. The journal is to help you process your thoughts and reactions to the material covered in the course. It will not only help prepare you for class discussions, but it can also serve as a record of your personal growth and development during the semester. The journal should consist of your personal reflections on one or more of the following: 1) readings, 2) class discussion or activities, 3) out-of-class activities (e.g., application of skills). You may even include some of your frustrations or excitements about the process of becoming a school psychologist as you proceed in this course. Journals are confidential and will be read only by the instructor.

### 2) Critical Review of a standardized test and class presentation (30 points) (More details in-class).

The presentation and write-up will include the following: Brief summary of the test; Does it measure what it purports to measure? Does it provide information needed for planning interventions? Is it appropriate for CLD students? Then include your personal opinion: Would you use this test again with CLD students? Why? How? In combination with others, for certain populations, etc.

### 3) Class / Forum participation (30 points)

## **Grading Procedure**

Final Grade:

A = 90-100

B = 89-80

C = 70-79

D = 69-60

F = <60

## **Tentative Course Schedule**

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

### **Session 1 (Tuesday, May 23, 2017)**

#### **COURSE OVERVIEW AND SERVING ENGLISH LANGUAGE LEARNERS**

Illinois State Board of Education. (2002), [Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators](#). Chapter 1 (Distributed in class)

### **Session 2 (Thursday, May 25, 2017)**

#### **ENGLISH LANGUAGE LEARNERS IN THE U.S. PUBLIC SCHOOLS: A HETEROGENEOUS POPULATION**

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), [Assessing culturally and linguistically diverse students: a practical guide](#). Chapter 1

Green P., 2003, [The undocumented: Educating the children of migrant workers in America](#).

### **Session 3 (Tuesday, May 30, 2017)**

#### **HISTORICAL BACKGROUND OF CHILDHOOD AND BILINGUAL EDUCATION AND DISPROPORTIONATE REPRESENTATION OF ENGLISH LANGUAGE LEARNERS IN SPECIAL EDUCATION**

Illinois State Board of Education. (2002), [Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators](#). Chapter 2: Disproportionate Representation of English Language Learners in Special Education.

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), [Assessing culturally and linguistically diverse students: a practical guide](#). Chapter 2

Ovando, C. 2003, [Bilingual Education in the United States: Historical Development and Current Issues](#).

### **Session 4 (Thursday, June 1, 2017)**

#### **LEGAL AND ETHICAL REQUIREMENTS FOR THE ASSESSMENT OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS**

Illinois State Board of Education. (2002), [Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators](#). Chapter 6: Interpreters in the School Setting.

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), Assessing culturally and linguistically diverse students: a practical guide. Chapter 3.

NASP's Position Statement

ISPA's Professional Practice Guidelines

**Session 5 (Tuesday, June 6, 2017)**

**MULTICULTURALISM AND EARLY CHILDHOOD EDUCATION; SCHOOL DISTRICTS, SCHOOLS, COMMUNITIES AND FAMILIES: SUPPORTING MINORITY CHILDREN'S SUCCESS.**

Illinois State Board of Education. (2002), Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators Chapter 10: Providing Preschool Services to Culturally and Linguistically Diverse Students with Disabilities.

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), Assessing culturally and linguistically diverse students: a practical guide. Chapter 4

**Session 6 (Thursday, June 8, 2017)**

**ASSESSMENT OF ACCULTURATION/ ASSESSING ORAL AND WRITTEN LANGUAGE PROFICIENCY IN ENGLISH LEARNERS**

Illinois State Board of Education. (2002), Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators: Chapter 3: Assessing Oral and Written Language Proficiency in English Language Learners & Chapter 5: Speech/Language Evaluation for English Language Learners

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), Assessing culturally and linguistically diverse students: a practical guide. Chapters 8 & 9.

**Session 7 (Tuesday, June 13, 2017)**

**HISTORY OF INTELLECTUAL ASSESSMENT & MISUSE OF TESTS FOR DETERMINING ELIGIBILITY OF ENGLISH LANGUAGE LEARNERS FOR SPECIAL EDUCATION SERVICES**

Illinois State Board of Education. (2002), Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators: Chapter 4: Determining Eligibility of English Language Learners for Special Education Services



Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), Assessing culturally and linguistically diverse students: a practical guide. Chapter 6 &7.

**Session 8 (Thursday, June 15, 2017)**

**RESPONSE TO INTERVENTION (MULTI-TIERED SYSTEMS OF SUPPORT)  
AND PREREFERRAL ASSESSMENT PROCEDURES**

Illinois State Board of Education. (2002), Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators: Chapter 7: Instructional Strategies for English Language Learners with Disabilities & Chapter 8: Accommodations and Modifications for English Language Learners.

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), Assessing culturally and linguistically diverse students: a practical guide. Chapter 5.

**Session 9 (Tuesday, June 20, 2017)**

**AN INTEGRATED APPROACH TO COGNITIVE ASSESSMENT**

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), Assessing culturally and linguistically diverse students: a practical guide. Chapter 10 &11.

**Session 10 (Thursday, June 22, 2017)**

**PRACTICE WITH MULTIDIMENSIONAL ASSESSMENT MODEL FOR  
BILINGUAL INDIVIDUALS (MAMBI) AND CULTURE-LANGUAGE  
INTERPRETIVE MATRIX (C-LIM)**

Rhodes, R., Ochoa, S.A., Ortiz, S. (2005), Assessing culturally and linguistically diverse students: a practical guide. Chapter 12.

Illinois State Board of Education. (2002), Serving English Language Learners with Disabilities: A Resource Manual for Illinois Educators. Chapter 11: Developing the IEP for English Language Learners

**Session 11 (Tuesday, June 27, 2017)**

**REPORT WRITING AND STUDENTS PRESENTATIONS**

**Session 12 (Thursday, June 29, 2017)**

**PRESENTATIONS AND END OF THE COURSE CELEBRATION**