

Loyola University Chicago
Department of Curriculum, Instruction and Educational Psychology

CIEP 474-001: ASSESSMENT OF BILINGUAL STUDENTS

Instructor: Rosalinda Barragan, Ed.D., NCSP

Summer Semester 2021

Water Tower Campus

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School of Education Commitment - COVID-19: : Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 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.

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. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

KEY COVID-19 Resources for your Spring – 2021 Return

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

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 class 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.

SOE 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.

COURSE CONCEPTUAL FRAMEWORK

The School of Education, as part of Loyola's Jesuit tradition, espouses the conceptual framework of "Professionalism in Service of Social Justice." 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 professionalism in service of social justice, 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.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

For additional policies and procedures refer to: <http://luc.edu/education/syllabus-addendum/>

COURSE OBJECTIVES

The specific objectives for the course are in accordance with the primary goal of the Loyola University of Chicago Ed.S, Ed. D and Ph. D programs 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.

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 and will be posted on Sakai.

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.

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://luc.edu/education/syllabus-addendum/>

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. For additional policies and procedures refer to: <http://luc.edu/education/syllabus-addendum/>

ELECTRONIC COMMUNICATIONS POLICIES AND GUIDELINES

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: <http://luc.edu/education/syllabus-addendum/>

ETHICSLINE REPORTING HOTLINE

For policies and procedures refer to: <http://luc.edu/education/syllabus-addendum/>

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 a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team

IDEA COURSE EVALUATION LINK

In order to improve this course, students are encouraged to complete the course evaluation. In order to assist you with this task, please use the following link to the IDEA Campus Labs website: <http://luc.edu/idea/>

DISPOSITIONS

Each course in the School of Education seeks to foster professional dispositions. The dispositions (Professionalism, Inquiry and Social Justice) will be assessed in each course, using the Disposition Rubrics found in the Program Handbook.

LIVETEXT

LiveText is an electronic system that has been adopted by hundreds of universities to assist in program assessment. **LiveText** provides you with access to a very valuable technology tool that assists you in assessing and documenting your academic efforts, and allows the School of Education to gather necessary outcome information for ongoing program assessment and to build the finest professional preparation programs as possible. The system will permit you to create your own on-line professional portfolio documenting the mastery of skills and knowledge benchmarked against professional standards. 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. The following hyperlink offers additional information about [LiveText](#).

TECHNOLOGY

Technology is an essential tool for developing one's own professional skills and for completing any degree program. Given that this is on part an online course, there are greater technology demands/expectations than other courses. In addition to demonstrating proficiency in word processing (including creating tables, charts, and diagrams), communicating via Loyola GroupWise e-mail and Sakai, downloading Microsoft Word and Acrobat Reader files, and performing article searches via the library databases, you will be expected to use additional technologies such as Voice Thread and Adobe Connect. Instructions for using these technologies will be posted on Sakai. However, it will be up to you to practice and master use of these technologies before an assignment is due.

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***. The instructor in your course will identify the dispositions assessed in this course and 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.

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](#).

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***.

ALIGNMENT WITH ISBE AND NASP STANDARDS

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 (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).
5. 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)

6. 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 (NASP/ISBE Standard 10).

7. 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 (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 10:00am 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, 6th edition.

1) Journal (40 points)

Ten (10) are required for the course and must be submitted at the beginning of class. 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: Presentation and Write-up (30 points).

A rubric will be provided by the professor. The presentation and write-up should 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) Zoom/Forum participation (30 points)

Grading Procedure

Final Grade:

A = 90-100

B = 89-80

C = 70-79

D = 69-60

F = <60

WEEK 1:

COURSE OVERVIEW AND SERVING ENGLISH LEARNERS

Illinois State Board of Education. (2002). A Resource Manual for Illinois Educators, Chapter 1: Serving English Language Learners with Disabilities, 1-17.

ENGLISH LEARNERS IN THE U.S. PUBLIC SCHOOLS: A HETEROGENOUS POPULATION

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

Green, P.E. (2003). The undocumented: Educating the children of migrant workers in America. *Bilingual Research Journal*, 27(1), 51-71.

WEEK 2:

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, 1-13 and Chapter 3: Assessing Oral and Written Language Proficiency in English Language Learners, 1- 17.

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

Presenter: Anetta Peebles (via Zoom)

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

Chapter 5: Speech/Language Evaluation for English Language Learners, 1-15.

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

WEEK 3:

HISTORICAL BACKGROUND OF CHILDHOOD AND BILINGUAL EDUCATION AND DISPROPORTIONATE REPRESENTATION OF ENGLISH 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, 1-12.

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. *Bilingual Research Journal*, 27(1), 1-24.

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, 1-11.

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

WEEK 4:

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, 1-13 & Chapter 8: Accommodations and Modifications for English Language Learners, 1-12.

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

Presenter: Jennifer Bautista (via Zoom)

HISTORY OF INTELLECTUAL ASSESSMENT & MISUSE OF TEST FOR DETERMINING ELIGIBILITY OF ENGLISH 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, 1-16.

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

WEEK 5: 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.

Presenter: Lynae Maciel (Via Zoom)

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, 1-14.

WEEK 6: 6/22 and 6/24 CLASS PRESENTATIONS

Loyola University Chicago
School of Education
Syllabus Addendum

Class Recordings

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

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.

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.

Center for Student Access and Assistance (CSAA)

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.

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