

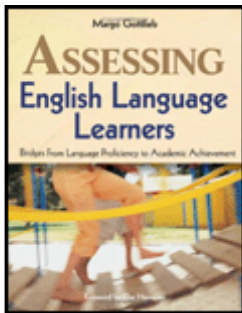


SPRING 2016 SYLLABUS FOR
bled 510-41B: Dual Language Assessment
Three Face to Face Sessions: January 20, March 2, and April 27, 2016
Time: Wed 5:00 – 9:00 PM **Location:** MPX 132

Instructor: Associate Professor Laura Chris Green, Ph.D.
Office Location: EDS (Education South) 132B
Office Hours: Tues and Wed 1:30 to 4:00 PM and by appointment
Office Phone: 903-886-5533 **Department Phone:** 903-886-5537
Office Fax: 903-886-5581 **Email:** Chris.Green@tamuc.edu

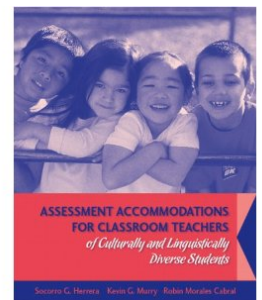
COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:
Textbooks Required:



Gottlieb, M. (2006). *Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement*. Thousand Oaks, CA: Corwin Press. ISBN# 0-7619-4566-0

Herrera, S.G., Murry, K.G. & Cabral, R. M. (2007) *Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students*. Boston, MA: Pearson Education. ISBN# 0-205-49271-1



Course Description:

bled 510: Dual Language Assessment

Selection, evaluation and design of means for assessing the oral and written language proficiency and academic achievement of bilingual and ESL students. Critical review of standardized tests as well as alternative and informal assessment techniques and instruments, consideration of relationships between first and second language proficiency and academic achievement and sociocultural dimensions of testing and assessment.

Student Learning Outcomes: The student will ...

1. Discuss assessment issues that concern ELs including the effects of accountability on bilingual and ESL program development and implementation, cultural and linguistic bias in testing and measurement in general, selection of the appropriate language to be used for assessment, and test accommodations that can increase the validity of testing of ELLs in their second language.

2. Review and report on the professional literature assessing young ELLs, language and literacy assessment, assessment for special education placement, and national & state-mandated assessment.
3. Review and evaluate commercial tests and other instruments and methods designed to measure the L1 and L2 oral language development, biliteracy development, & content area achievement of ELs.
4. Administer assessments to ELs and reflect on the process of administration and the instructional implications of the results.

COURSE REQUIREMENTS

Total: MEDs: 800 points EDDs: 1000 points

1. **Attendance/Participation:** 3 sessions X 50 points each = 150 points

Attend three face to face sessions, be on time, and stay the entire time. Contribute in a professional manner to all discussions and collaborative activities..

SLO#1: Discuss assessment issues that concern ELs ...

SLO#2: Review and report on the professional literature: assessing young ELLs, language and literacy assessment, assessment for special education placement, and national and state-mandated assessment..

Assessment Method: If all the above is done, you will get 50 points per session.

2. **Discussion Forums** 10 forums X 20 points each = 200 pts

Participate in ten online discussion forums on selected dual language assessment issues.

SLO#1: Discuss assessment issues that concern ELs...

Assessment Method: At least three entries made for each forum, one to answer the questions posed by the instructor, two to respond to other students' entries. Minimum of 150 words and one reference to ideas from the texts, the instructor or another authoritative source.

3. **Chapter Quote Reflections:** 9 chapters X 20 points each = 180 points)

Read nine chapters in our *Assessing English Language Learners* textbook. Identify four quotes for each chapter that you found significant and reflect on each quote.

SLO#1: Discuss assessment issues that concern ELs...

Assessment Method: Adherence to the required format and evidence that the student read and reflected on the assigned chapters (based on length and detail for the responses to each chapter)

4. **3-2-1Chapter Reflections:** 8 chapters X 10 points each = 80 points

Read eight chapters in our *Assessment Accommodations for Classroom teachers* textbook. List three things you learned, two things you liked and one thing you have a question about for each chapter.

Discuss each briefly.

SLO#1: Discuss assessment issues that concern ELLs...

Assessment Method: Adherence to the required format and evidence that the student read and reflected on the assigned chapters (based on length and detail for the responses to each chapter)

5. **Instrument Trials Report:** 5 assessments X 10 points each = 50 points

Try five or more instruments or assessment methods described in our *Assessment Accommodations for Classroom teachers* textbook. Describe the administration and provide the results. Reflect on both.

SLO#4: Administer assessments to ELs and reflect on the process of administration and the instructional implications of the results.

Assessment Method: The report will be assessed using the **Instrument Trials Report Checklist.**

6. **Article Review:** 40 points

Summarize and review an assigned article: Espinosa & López (2007). *Assessment Considerations for Young ELLs Across Different Levels of Accountability.*

SLO#2: Review and report on the professional literature: assessing young ELs, language and literacy assessment, assessment for special education placement, and national and state-mandated assessment.

Assessment Method: The reviews will be assessed using the **Article Review Checklist**.

7. Group Project 150 points

Students will work with partners to create a literature review for a selected assessment topic & review relevant instruments. They will create a written report & present their work to their peers.

SLO#1: Discuss assessment issues that concern ELs.

SLO#2: Review and report on the professional literature assessing young ELs, language and literacy assessment, assessment for special education placement, and national and state-mandated assessment.

SLO#3: Review and evaluate commercial tests and other instruments and methods designed to measure the L1 and L2 oral language development, biliteracy development, and content area achievement of ELLs.

SLO#4: Administer assessments to ELs and reflect on the process of administration and the instructional implications of the results.

Assessment Method: The projects will be assessed on each individual's degree of collaboration and contribution to the project as well as the quality of the literature review and the class presentation.

8. Doctoral Students State Assessments Critique: 200 points

Students will identify at least three issues that affect the validity of the state-mandated assessment system for ELs and make at least three recommendations for how to deal with those issues.

SLO#1: Discuss assessment issues that concern ELLs...

SLO#2: Review and report on the professional literature: assessing young ELs, language and literacy assessment, assessment for special education placement, and national and state-mandated assessment..

SLO#3: Review and evaluate commercial tests and other instruments and methods designed to measure the L1 & L2 oral language development, biliteracy development, and content area achievement of ELs.

Assessment Method: Each project will be assessed using the **ELL State Assessments Critique Checklist**.

GRADING POLICIES	
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Grading Scale	
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Electronic Gradebook:

- All grades will be recorded in the online gradebook. This allows you to see how many points each assignment was awarded and what percentage score you have earned up to that point in time, 24 hours a day, seven days a week.
- Click on the score itself to see if the instructor has made any comments such as complimenting various aspects of your work or making suggestions for improvement.

Attendance/Participation:

- Each class session is worth 50 points. If you are absent, you cannot participate and so cannot earn attendance/participation points, therefore 50 points will be subtracted for every absence (**EXCUSED OR UNEXCUSED**).

- 10-25 points will be subtracted for each partial absence due to arriving late or leaving early.
- If the student does not keep up with the online assignments in a timely manner or misses more than one face to face session, he/she can be dropped by the instructor from the course.

Late turn-ins:

- All assignments are to be completed and uploaded by midnight (11:59 PM) on the day they are due. A hard copy of all major assignments (one pagers and reports for individual and group projects) must also be provided at the next face to face session to the instructor. If either hard copy is not turned in or the electronic copy is not uploaded, **5% will be subtracted** from the total grade.
- 10% of the points awarded for an assignment will be subtracted for the first day it is turned in late (after midnight (11:59 PM)) and 5% per day thereafter until it reaches 50%. Late assignments will be accepted for 50% credit up until the last face to face session.

Written Assignments (5% subtracted per item):

- Include a header (name, date, course) on all your written assignments. **ALL ON ONE LINE.**
- Font size must not exceed 12 point. Times Roman preferred.
- Margins should be no larger than 1" on all sides.
- Double space your group and individual project reports. philosophy statement. All other work should be single-spaced with double spacing between sections.
- College level writing is expected in terms of organization, structure, and editing. Excessive spelling, grammar, punctuation, capitalization, etc errors will result in points deducted.
- Powerpoint slides should follow the 7X7 rule, that is no more than 7 lines with 7 words each per slide. Relevant, not merely decorative, graphics should be included.

Cite your Sources: APA style should be used for all references. Include a citation in the body of your report (Author, Year) and a bibliography at the end. A complete guide to APA style is available at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Example of citation in text:

The U.S. government states that educational agencies and schools are accountable for student success and that adequate yearly progress as determined by measurable objectives must be met (NCLB, 2001, p. 81).

Example of references to be included in a bibliography at the end of your work:

From a book:

Noddings, N. (1998). *Philosophy of education*. Boulder, CO: Westview Press, Inc.

From a journal:

Niessen, T., Abma, T., Widdershoven, G., & van der Vleuten, C. (2008). Contemporary epistemological research in education: reconciliation and reconceptualization of the field. *Theory & Psychology* 18(1), 27-45.

From a website:

No Child Left Behind Act (NCLB) of 2001. Pub. L. 107-110. 8 Jan. 2002. Stat. 115.142. Retrieved September 27, 2007 from http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ110.107.pdf

TECHNOLOGY REQUIREMENTS

Technologies Needed:

- Internet access/connection – high speed recommended (not dial-up)
- Microsoft Word (**Do not use other word processors**) and PowerPoint.
- Internet Explorer or Firefox
- Jing and Voicethread
- Microphone (required) and webcam (optional)

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services. If your Internet access at home is not high speed, you may have difficulty uploading and downloading files, including your assignments. If this is the case for you, I suggest you use the computer labs on campus or some other computer with high speed access to send in your work.

The microphone and webcam will be used to participate in the discussion forums, using Voicethread , and to create Jing slide for your 3-2-1 reflections. A photo of yourself (preferred) or an avatar will be needed to identify yourself.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

How the Course is Organized

There are 14 units in the course with three required and two optional face to face class sessions.. Attendance at the required face to face sessions is of critical importance; attendance at the optional sessions will be rewarded with extra credit points. All assignments are due as per the course schedule, on Wednesdays at midnight (11:59 PM). Typically students are to 1) read a chapter in the two textbooks and respond to them in writing and 2) participate in a discussion forum focused on answering a set of questions for a topic. A couple of other assignments, the article review and the instrument trials report, are also due for some units. Please consult the course calendar at the end of this syllabus. It is recommended you keep up with the weekly due dates to keep yourself on track for the course.

Complete instructions for all written assignments will be included in the unit scheduled for the date the assignment is due. Check the course calendar for this date and its associated unit. Find each Assignment link by clicking on the appropriate “Unit” link on the left navigation bar which will then reveal the Assignment link below it. Please review these instructions and all associated documents carefully before beginning your assignments.

A **dropbox**, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found on the top toolbar in eCollege. Upload all assignments into the dropbox by midnight (11:59 PM) on the day they are due. Use Microsoft Word as your word processor and save your files with a .doc or .docx extension. You will need to upload multiple files into some assignment dropboxes.

A **webliography** with links to websites that address the assessment of English language learners is provided.. You are invited to contribute to the development of the webliography by adding relevant links. Extra credit will be given to those who submit links of good quality that are pertinent to the topic.

COMMUNICATION AND SUPPORT

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. Do not contact me for tech support, please contact them:

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.
- **Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

eCollege Announcements

When you log on to the course via your myLeo, please check to see if there are any announcements. I often pass on announcements from the university as well as make my own about events such as BESO (Bilingual/ESL Education Student Organization) meetings. I may also post here such things as changes in the schedule such as when assignments are due or provide further clarifications for specific assignments.

Email

You can easily use the "Email" tab on the top toolbar of eCollege to email me, any one individual or the whole class if you like. I will only send email to your university email addresses using this system so **please check your MyLeo email frequently**. Feel free to communicate with me and your classmates via email if you have any questions or concerns (other than tech support issues). **DO NOT, however, send me your work as an email attachment**. Send it to me via the dropbox as I have limits on my university email, and it could get blocked. Also, I am not looking for it in my email. I'm looking for it in the right dropbox, which is attached to the gradebook.

Dropbox

Your assignments are to be uploaded, **as an attachment**, to the appropriate dropbox. I recommend you not wait until the last minute to upload your work to the dropbox as you may encounter technical difficulties and end up with lateness penalties. Do not type your work into the box that opens up or copy and paste text from your document into it. The box is for your comments to me about the work, e.g. "Dr. Green, please grade this latest report, not the one I sent yesterday." I may send you comments via this box as well, so please click on the score to see my feedback.

Doc Sharing

Often other students like to have access to your work such as your individual project. Consider (not required, optional) uploading your work into the doc sharing area, clicking on “Share with entire class.” If you find a great website, consider adding it to the webliography so that others can see it as well.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Professional Conduct Expected: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment” (*Student’s Guide Handbook, Policies and Procedures, Conduct*).

- **Attendance:** Attendance at all class sessions is **required and essential** to your success in this course. You are expected to arrive on time and return from breaks promptly.
- **In Case of an Absence:** IT IS YOUR RESPONSIBILITY TO DETERMINE WHAT YOU MISSED. Select a buddy who will be willing to collect any materials and take notes for you if you are out.

Name	Phone	E-Mail

- **Collaborative learning:** You will be regularly assigned to work with one or more partners during class sessions. You are expected to do your share of the assigned work while not dominating the conversation/ activities.
- **Cell Phones:** Turn off all cells phones or put them on vibrate upon entering the classroom. If there is an emergency and you need to leave it on, please notify me before class.
- **Plagiarism:** Plagiarism will result in a grade of F for the assignment and possibly the course. Further infractions could result in dismissal from the teacher education program. Plagiarism consists of copying directly from a source without properly citing the source. It is also using someone else’s work and claiming it as your own. For more information see <http://www.plagiarism.org/> or <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

TENTATIVE COURSE CALENDAR

Details may be changed at the discretion of the instructor

UNIT NO	DUE DATES	DISCUSSION FORUMS	GOTTLIEB TEXT QUOTE REFLECTIONS	HERRERA ET AL TEXT 3-2-1 REFLECTIONS
1	Jan 20	FIRST FACE TO FACE SESSION Syllabus review and computer lab exploration of course website Selection of teams and topics for group projects		
2	Jan 27	#1	<i>Chap1, Assessment of ELLs</i>	<i>Chap1, Classroom Assessment</i>
3	Feb 3	#2	<i>Chap 2, Standards & Assessment</i>	<i>Chap 2, Authentic Assessment</i>
4	Feb 10	#3	<i>Chap 3, Assessing Oral Lang & Literacy Development</i>	<i>Chap 3, Pre-instructional Assessment</i>
5	Feb 17	#4	<i>Chap 4, Assessing Academic Language & Achievement</i>	<i>Chap 4, Assessment of Acculturation</i>
6	Feb 24	#5	<i>Chap 5, Classroom Assessment</i>	<i>Chap 5, Language Proficiency Assessment</i>
7	Mar 2	SECOND FACE TO FACE SESSION DUE: Progress Reports on group projects DUE: Doctoral Students State Assessments Critiques & Slides Doctoral students will present on their critiques		
8	Mar 9	#6	DUE: Review of Espinosa & López (2007). <i>Assessment Considerations for Young ELLs Across Different Levels of Accountability</i>	
SPRING BREAK				
9	Mar 23	#7	<i>Chap 6, Performance Assessment</i>	<i>Chap 6, Content-Area Learning Assessment</i>
10	Mar 30	#8	<i>Chap 7, Supports for Assessment</i>	<i>Chap 7, Special Education Assessment</i>
11	Apr 6	#9	<i>Chap 8, Standardized Testing & Reporting</i>	<i>Chap 8, Post-instructional Assessment</i>
12	Apr 13	#10	<i>Chap 9, Grading Systems</i>	NONE
13	Apr 20	DUE: Instrument Trials Reports		
14	Apr 27	THIRD FACE TO FACE SESSION DUE: Group Project Reports & Slides Teams will present on their group projects		

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu