SYLLABUS FOR
BLED 510: *Dual Language Assessment*
Online Class

Instructor: Dr. Alexandra Babino, Assistant Professor
Office Location: EDS (Education South) 224
Office Hours: Tues. and Thurs. 9AM-12PM and 3:15-4:15PM or by appointment
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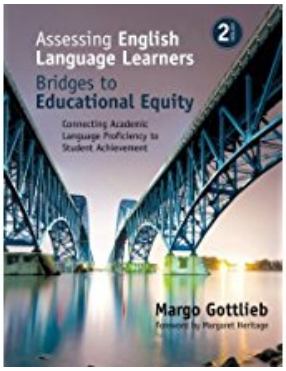
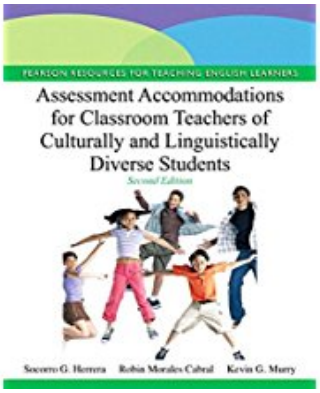
COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:



Gottlieb. (2016). Assessing English Language Learners: Bridges to Educational Equity: Connecting Academic Language Proficiency to Student Achievement, *2nd Edition.* Thousand Oaks, CA: Corwin Press. ISBN# 1483381064



Socorro Herrera, Kevin Murry & Robin Cabral. (2012). Assessment Accommodations for Classroom Teachers of Culturally and Linguistically Diverse Students, *2nd edition.* Boston, MA: Pearson Education. ISBN# 0132853353

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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. Prerequisite: BLED 501 or consent of the instructor.

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

M.Ed. Students: 800 points, assignments are in bold and black
Ed.D. students: 800 points, assignments are in bold and black, assignments with an * are deleted assignments, and bold and blue are substituted assignments.

1. **Discussion Forums** 10 forums X 20 points each = 200 pts
Participate in ten online discussion forums on selected dual language assessment issues. An original post for two questions is due on Thursdays at midnight each week with two follow up posts per discussion question adue by Sunday at midnight each week. This is a total of 6 posts (2 original and 4 follow-up posts).

   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 (a total of 6 responses). A minimum of 200 words and 3 references to ideas from the texts, the instructor, or another authoritative source is required for the original post and 50+ words for the follow-up posts.

2. **Instrument Trials Report*:** 5 assessments X 10 points each + 1 evaluation/reflection = 100 points
Try five or more instruments or assessment methods described in *either* textbook. Describe the administration and provide the results. Reflect on both. ***Ed.D. students will not complete this assignment; instead they will work on 10 articles for their annotated bibliography and turn it in to the Dropbox.**

   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.**

3. **Review of Bilingual Assessments**: 7 assessments x 10 points each + 1 overall evaluation = 100 points
Working in partners, students will create a list of bilingual assessments that evaluate students' oral (listening and speaking), biliteracy (reading and writing) skills, and/or content area skills (e.g. math, science, etc.). Each assessment chosen for the review should be offered in English and another language. The review will include a list of data points listed on the course website, as well as a list of advantages, disadvantages, and overall evaluation score of each assessment. A final reflection on the assessment review experience will be worth 30 points.

   SLO#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.

Assessment Method: The report will be assessed using the **Bilingual Assessment Review Rubric**.

4. **Midterm*:** 100 points
   After reading from both texts during weeks 1-6, students will take a multiple choice and short answer exam that will review the theoretical underpinnings and assessment considerations for ELs. Students may take the exam multiple times before the due date, at which time the highest grade will be recorded in the gradebook. ***In lieu of this assignment, Ed.D. students will work on an additional 5 articles for their annotated bibliography (for a total of 15 at this point) and write an outline and/or short draft of ideas to refine for their issue in bilingual assessment literature review.**

   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).

5. **Annotated Bibliography:** 10 articles x 10 points each + 1 overall summary/reflection = 150 points

   Students will select scholarly articles, book chapters, or books besides those used in class to explore a topic in dual language assessment. For each entry, the student will write the citation in APA format, include a summary in his/her own words, an explanation of the article's relevance to theory or practice, and a personal response/action plan as a result of reading the article. At the end of the bibliography, the student will include a synthesis of what he/she learned from the readings and provide a reflection as a school practitioner. ***Ed.D. students will find an additional 10 articles or book chapters to review (for a total of 25 articles/book chapters).**

   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 chosen readings (based on length and detail for the responses to each reading).

6. **Literature Review** 150 points
   Students will work with partners to create a literature review for a selected assessment topic & review relevant instruments. The literature review should include a minimum of 15 articles or book chapter references and include a visual presentation (e.g. PowerPoint, Google Slides, Pecha Kucha, Prezi, etc.) ***In lieu of working in partners, Ed.D. will work on their literature reviews individually.**

   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 presentation.

GRADING POLICIES

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:

- Since this is an online class, participation is extremely important. You are highly encouraged to participate in all of the discussions eagerly, thoroughly, and professionally.

Late turn-ins:

- All assignments are to be completed and uploaded by midnight (11:59 PM) on the day they are due.
- Barring a medical emergency or bereavement, no late assignments will be accepted.
- In the event of an emergency, students are required to notify the instructor before the assignment is due to request a possible extension. In order to receive an extension a copy of proof must be emailed to the instructor for consideration of an extension.

Written Assignments (5% subtracted per item)**:**

- Please 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.
- All work should be double-spaced.
- 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, which 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 article with an author:

Simmons, B. (2015, January 9). *The tale of two Flaccos*. Retrieved from http://grantland.com/the-triangle/the-tale-of-two-flaccos/

From a general website article without an author:

Teen posed as doctor at West Palm Beach hospital: police. (2015, January 16). Retrieved from http://www.nbcmiami.com/news/local/Teen-Posed-as-Doctor-at-West-Palm-Beach-Hospital-Police-288810831.html

More info on APA website citations at http://www.bibme.org/citation-guide/apa/website/.

COMMUNICATION AND SUPPORT

Communication

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 your classmates or me via email if you have any questions or concerns (other than tech support issues).

I am happy to answer any questions you have about the course or the program. Please do be sure to check the syllabus and other eCollege materials first to see that any of your questions can be answered there. I try to anticipate your questions as best I can and answer as many as possible in the assignment explanations.

Additionally, it is very important to me to respond to you as quickly as possible during business hours, Monday through Friday from 8-5PM. If you email me outside of these times then I will respond you as soon as I can the next business day. On days I have back-to-back meetings and/or classes, it may take me longer to respond. So if you have any questions regarding an assignment that is due, I recommend asking your questions far enough in advance that you have one or two business days to work on an assignment after hearing from me.

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.

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.

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…)

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.

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.

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 13 units in the course. Typically students are to 1) read a chapter or chapters in the textbook(s) and 2) participate in a discussion forum focused on answering 2 questions for a topic. Additionally assignments that allow you to explore, synthesize, and apply the information in the chapters are included. Please consult the course calendar at the end of this syllabus for due dates. 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.

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*).

- **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.

- **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.

Campus Gun Law (effective Fall, 2016)

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses: Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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 162Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148 StudentDisabilityServices@tamuc.edu

TENTATIVE COURSE CALENDAR

Details may be changed at the discretion of the instructor for the students' benefit

UNIT NO	DUE DATES	DISCUSSION FORUMS	READINGS to COMPLETE	OTHER ASSIGNMENTS
1	Feb. 4	Review Syllabus, Get textbooks, Read Ch. 1 in Gottlieb text Make introductory post with your picture for extra credit.		
2	Feb. 11	#1	Read Ch. 1 in Herrera text	*Get partner and begin review of bilingual assessments.*
3	Feb. 18	#2	Read Ch. 3 & 4 in Herrera	***Review of Bilingual Assessments Due***
4	Feb 25	#3	Read Ch. 2 in Herrera	*Conduct assessments for Instrument Trials.*
5	Mar. 4	#4	Read Ch. 4 in Gottlieb and Ch. 5 in Herrera	*Analyze results, write up report, write reflection*
6	Mar. 11	#5		***Instrument Trials Report Due****
SPRING BREAK				
7	Mar. 25	**Study for and take *Midterm****		
8	Apr. 1	#6	Communicate with your team members face to face or via technology for Literature Reviews.	
9	Apr. 8	#7	Read Ch. 3 in Gottlieb and Ch. 6 in Herrera	*Work on Annotated Bibliography*

10	Apr. 15	#8	Read Ch. 6 in Gottlieb	***Annotated Bibliography Due***
11	Apr 22	#9	Read Ch. 7 in Gottlieb and Ch. 7 in Herrera	*Work on literature review*
12	Apr 29	#10	Read Ch. 8 in Gottlieb and Ch. 8 in Herrera	*Work on literature review*
13	May 9* Wednes.	***Literature Reviews + Presentations Due***		