



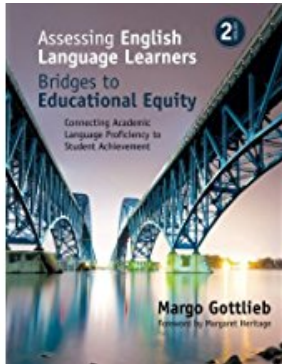
SYLLABUS FOR BLED 510: *Dual Language Assessment* Online Class

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
Office Phone: 903-886-5535
Email: Alexandra.Babino@tamuc.edu

COURSE INFORMATION

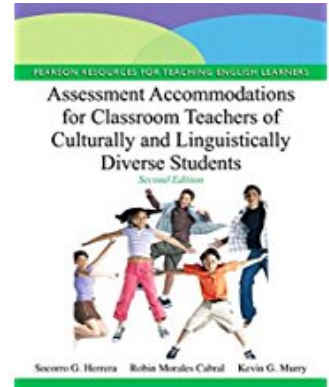
Materials – Textbooks, Readings, Supplementary Readings:

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



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 bi/multilinguals 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 Bi/multilinguals in their second language.

2. Review and report on the professional literature assessing young Bi/multilinguals, 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 Bi/multilinguals.
4. Administer assessments to Bi/multilinguals 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** 7 forums X 28 points each = 196 pts
Participate in eight 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 due by Sunday at midnight each week. This is a total of 6 posts (2 original and 4 follow-up posts).

**If making an original post on Thursdays each week is unduly challenging for your schedule, please let Dr. Babino know the first week of class and we can work out an alternative timeline.*

SLO#1: Discuss assessment issues that concern Bi/multilinguals...

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 Bi/multilinguals 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 Bi/multilinguals.

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

4. **Midterm***: 104 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 Bi/multilinguals. 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 Bi/multilinguals...

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 Bi/multilinguals...

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 Bi/multilinguals.

SLO#2: Review and report on the professional literature assessing young Bi/multilinguals, 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 Bi/multilinguals.

SLO#4: Administer assessments to Bi/multilinguals 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.
- If you are experiencing hardships that make turning in your work by the deadline challenging, please email me before the due date to discuss the potential of an extension.

Late turn-ins:

- All assignments are to be completed and **uploaded by midnight (11:59 PM) on the day they are due.**
- 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.
- **The last week to turn in late assignments for the semester is Sunday, April, 26th.**
- **Please note that no extensions can be made for the final assignment unless there is a medical emergency with documentation.**

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

Please feel free to email me at Alexandra.Babino@tamuc.edu. *While I try to make everything as clear as I can to anticipate your questions through the instructions online, I know it's normal to want to clarify your ideas or touch base. I'm happy to receive your emails and support you throughout the course. I will*

only send email to your university email addresses using this system so please check your MyLeo email frequently. For tech support issues, please refer to the “Technology Requirements” section.

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.

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 with 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.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer

- Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
 - Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

Access and Navigation

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, contact Brightspace Technical Support at 1-877-325-7778 or click on the [or click on the words “click here”](#) to submit an issue via email.



please
Live Chat

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

ACCESS AND NAVIGATION

myLEO Access and Log-in Information

This course will be facilitated using myLEO/D2L/Brightspace, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://myleoonline.tamuc.edu/d2l/home> 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@online.tamuc.org.

How the Course is Organized

There are 13 units in the course. Typically students will 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 **Submission Folder**, clearly labeled using the name of the assignment, is set up for every assignment. The boxes are found on the top toolbar in myLEO under “Activities”. Under “Activities” you will select “Assignments” or “Discussions”. These are the categories of our classwork. Afterwards, find the correct assignment title to submit your work or reply to the correct forum. Upload all assignments into the Submission Folder 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 may need to upload multiple files into some assignment Submission Folders.

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*).

➤ **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>.

➤ **Withdrawal Policy:** Every student has the right to drop the course without penalty until the drop date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript. If you do not send in your assignments for one or more weeks, you may be dropped from the course due to lack of participation. If you are not satisfied with your grade in the course and wish to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been registered, I will not be able to change it. A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the web page.

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
 Texas A&M University-Commerce
 Gee Library, Room 162
 Phone (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. 2		Review Syllabus, Get textbooks, Read Ch. 1 in Gottlieb text Make introductory post with your picture for extra credit.	
2	Feb. 9	#1	Read Ch. 1 in Herrera text	<i>Get partner and begin review of bilingual assessments.</i>

3	Feb. 16		Read Ch. 3 & 4 in Herrera	<u>Review of Bilingual Assessments Due</u>
4	Feb 23	#2	Read Ch. 2 in Herrera	<i>Conduct assessments for Instrument Trials.</i>
5	Mar. 1	#3	Read Ch. 4 in Gottlieb and Ch. 5 in Herrera	<i>Analyze results, write up report, write reflection</i>
6	Mar. 8			<u>Instrument Trials Report Due*</u>
SPRING BREAK				
7	Mar. 22		Study for and take <u>Midterm*</u>	
8	Mar. 29	#4	Communicate with your team members face to face or via technology for Literature Reviews.	
9	Apr. 5	#5	Read Ch. 3 in Gottlieb and Ch. 6 in Herrera	<i>Work on Annotated Bibliography</i>
10	Apr. 12		Read Ch. 6 in Gottlieb	<u>Annotated Bibliography Due</u>
11	Apr. 19	#6	Read Ch. 7 in Gottlieb and Ch. 7 in Herrera	<i>Work on literature review</i>
12	Apr. 26	#7	Read Ch. 8 in Gottlieb and Ch. 8 in Herrera	<i>Work on literature review</i>

13	May 5* Tuesday	<i><u>Literature Reviews + Presentations Due</u></i>
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