

BED 5330-004: Current Topics in Bilingual/ESL
Assessing Bilingual Learners
7 weeks – Spring 2021

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Office hours: Monday 2:30-3:30 pm via zoom and by appointment

COURSE INFORMATION

BED 5330-004 [CRN 28083.202120]

Synchronous attendance required: **Mondays 5:30-8:20 pm**

3 graduate credit hours

Course Description: The course introduces students to the history, theory, methods, practice, and problems in the testing of emerging bilingual (EB) learners in formative and in large-scale assessments. Topics addressed include the assessment of language proficiency and academic achievement in EB students. Issues of effectiveness, validity, and fairness in the testing of EB populations are addressed to emphasize a critical examination of the purpose, use, methods, and appropriate selection of assessments to match the student population, context, and content.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will:

1. synthesize knowledge of the history, major approaches and current issues and trends in the assessment of bilingual learners
2. demonstrate an understanding of the challenges (e.g., cultural and linguistic bias; political, social and psychological factors) with assessment and accountability for EB students
3. understand how language proficiency affects EB students' performance on different assessments
4. apply a decision-making framework to select appropriate methods of assessment for EB students which includes identifying the purpose, use, methods, and instrument
5. demonstrate understanding of various types of assessments including formative and summative
6. apply theories of holistic bilingualism and translanguaging to assessment practices to understand EB students' full linguistic and academic potential
7. be able to advocate for appropriate test-use policies and practices for EB students

COURSE ORGANIZATION ON BLACKBOARD

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, readings are in one area for a given week. This course runs on a weekly schedule, Monday through Sunday. The class sessions for each week are labeled by week number and start date in the home page of our course site. In each of the weekly class sessions, you will find: the topic(s) and objectives for the week, the required readings, a summary of what tasks are due (and when). Clicking within each week, will provide embedded links with headings to readings, videos, assignments with directions and rubrics, and related class materials.

REQUIRED TEXTS:

- Mahoney, K. (2017). *The assessment of emergent bilingual learners: Supporting English language learners*. Multilingual Matters. This book can be purchased from: [Barnes & Noble](#) paperback \$34.95; NookBook, \$18.99 or on [Amazon](#)
- Additional readings to be found on BlackBoard:
 - Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners*. San Francisco, CA: WestEd.
 - Ascenzi-Moreno, L. (2018). Translanguaging and responsive assessment adaptations: Emergent bilingual readers through the lens of possibility. *Language Arts, 95(6)*, 355-369.
 - Butvilofsky, S.A., Escamilla, K, Gumina, D., & Silva Diaz, E. (2021). Beyond monolingual reading assessments for bilingual learners: Expanding the understanding of biliteracy assessment. *Reading Research Quarterly, 56(1)*, 53-70.
 - Cavazos, L. O., & Ortiz, A. A. (2020). Incorporating oral language assessment into MTSS/RTI frameworks: the potential of personal narrative assessment. *Bilingual Research Journal, 43(3)*, 323-344.
 - Fine, C. G. M., & Furtak, E. M. (2020). A framework for science classroom assessment task design for emergent bilingual learners. *Science Education, 104(3)*, 393-420.
 - García, O., & Kleifgen, J. A. (2010). *Educating emergent bilinguals: Policies, programs, and practices for English language learners*. Teachers College Press.
 - Knoester, M., & Meshulam, A. (2020). Beyond deficit assessment in bilingual primary schools. *International Journal of Bilingual Education and Bilingualism, 1*-14.
 - Lopez, A. A., Guzman-Orth, D., & Turkan, S. (2019). Exploring the use of translanguaging to measure the mathematics knowledge of emergent bilingual students. *Translation and Translanguaging in Multilingual Contexts, 5(2)*, 143-164.
 - Lopez, A. A., Turkan, S., & Guzman-Orth, D. (2017). Conceptualizing the use of translanguaging in initial content assessments for newly arrived emergent bilingual students. *ETS Research Report Series, 2017(1)*, 1-12.
 - MacSwan, J., Rolstad, K., & Glass, G. V. (2002). Do some school-age children have no language? Some problems of construct validity in the Pre-LAS Español. *Bilingual Research Journal, 26(2)*, 395-420.
 - McMillan, J. H. (1999). Establishing High Quality Classroom Assessments.
 - Oliveri, M. E. (2019, September). Considerations for Designing Accessible Educational Scenario-Based Assessments for Multiple Populations: A Focus on Linguistic Complexity. In *Frontiers in Education* (Vol. 4, p. 88). Frontiers
 - Rolstad, K., MacSwan, J., & Guzmán, N. (2015). Bilingual learners and the purposes of language assessment. *Miríada hispánica, (10)*, 207-224.
 - Soltero-González, L., Escamilla, K., & Hopewell, S. (2012). Changing teachers' perceptions about the writing abilities of emerging bilingual students: Towards a holistic bilingual perspective on writing assessment. *International Journal of Bilingual Education and Bilingualism, 15(1)*, 71-94.

COURSE CONTENT ALIGNMENT**[Bilingual Education Standards](#)**

Standard I. The bilingual education teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2).

Standard II. The bilingual education teacher has knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.

Standard III. The bilingual education teacher knows the process of first- and second-language acquisition and development.

Standard IV. The bilingual education teacher has a comprehensive knowledge of the development and assessment of literacy in the primary language.

Standard V. The bilingual education teacher has a comprehensive knowledge of the development and assessment of biliteracy.

Standard VI. The bilingual education teacher has a comprehensive knowledge of content-area instruction in L1 and L2.

DESCRIPTION OF ASSIGNMENTS

Assignments for this course are assessed according to rubrics. You can find these rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment.

Grade Distribution

Assignment	Points	% of Final Grade
Participation/Attendance	140	14
Weekly Reflection Journals (7 at 30 points each)	210	21
Assessment Critique	200	20
Modifying an Assessment	200	20
Bilingual Learner Assessment Case Study	250	25
Total	1000	100

1. ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Weekly attendance and participation in synchronous sessions via ZOOM. Active participation includes engaging in all activities within the synchronous sessions including:
 - whole group activities in Zoom
 - breakout group discussions/activities with peers
- Reading/Viewing all course materials to ensure understanding of assignment requirements

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

2. WEEKLY REFLECTION JOURNALS

Each week you will reflect on the activities of the week, including readings/videos, discussions, assignments. A reflection is not a summary. Rather, it is a deep consideration of the concepts you encountered in the readings, discussed in class, and engaged with in the assignments, all in relation to the week's topic. In a reflection you develop awareness of your learning (metacognition) by asking yourself 3 questions:

1. What? Pick out a main point from the readings that responds to, in part, the week's topic. Describe it and show your understanding of it in relation to your experiences. Whenever you describe your experiences, make sure you talk about them using the key terms and concepts from the readings.
2. So what? Say why it matters and how it connects to your teaching context. Why is it significant to you and also to the field?
3. Now what? Say what you will do now because you understand this point. Will you do something different in your teaching/assessment practices? Will you go out and try to learn more about something? What resources will you draw on to do that?

Tips on Writing Reflections:

- Do your readings on time, so you have time to reflect.
- As you read, jot down the main points of the reading—these notes are only for you, but they'll help you remember details of the readings.
- As you reflect, make connections between the readings, the discussions, and the other assignments.
- Relate the ideas/concepts from class to your own teaching and learning experiences. Think about multiple contexts in your experience: your classroom where you are a teacher, the classrooms where you were a student, your family, your community, etc.
- When talking about your experiences, always use **key terms and concepts from the readings** to describe them.
- Write your reflection as a Word document with a **MAXIMUM OF 300 WORDS**. Include the number of words at the end of the reflection.

This assignment description is credited to Dr. Katherine Mortimer.

3. ASSESSMENT CRITIQUE

In this group assignment (15 minute group presentation), you will have the opportunity to examine an assessment instrument that is used in Texas in order to learn more about the potential impact on emerging bilingual learners. You will be provided with a list of assessments and we will divide them up among students, based on interest. Examples include but are not limited to: TELPAS, STAAR, NAEP, Tejas Lee, iStation, etc. You will include a discussion of the strengths and limitations of the selected assessment in relation to its use with emerging bilingual learners, as well as recommendations for improvement.

1. Describe the scope of the assessment: Identify the purpose/intended goal of the assessment (e.g., summative, formative, placement test; unit test, diagnostic, etc.); Identify the target

population; Describe how the assessment is administered and by whom; Describe the content and structure of the assessment. Analyze 2-3 items on the assessment.

2. Provide an analysis/critique on how the assessment addresses emerging bilingual learners. Your analysis/critique should include relevant principles of assessment including **validity**, **reliability**, and **fairness**. Discuss the limitations of the instrument when used to assess emerging bilingual students.
3. Propose ways of improving the assessment or offer suggestions for alternate assessment options. Address the feasibility of these suggested improvements – what would it take to put them into practice?
4. Include at least three citations (not including the assessment).

4. BILINGUAL LEARNER ASSESSMENT CASE STUDY

You will select an emergent bilingual learner identified as Intermediate or Advanced based on TELPAS results with whom you will collect various assessment data to create an overall profile of the students' bilingual/biliteracy abilities that includes all language domains oral (speaking/listening), reading, and writing.

- If available: collect extant data on the student, which will include 2019 and/or 2020 TELPAS scores, STARR scores, most recent reading scores, language and any other district summative assessment information. These assessment/test results will be used to form initial understandings of the student's academic and linguistic knowledge.
- Collect formative assessment/progress monitoring oral (speaking/listening), reading, and writing data from this student that will provide a more nuanced understanding of the student's abilities. Bring the following to class:
 - Week 4 - Listening/Speaking – using the English Learner Oral Narrative Scale (ELONS) from Cavazos & Ortiz (2020)
 - Week 6 -Reading & Writing
- Final Project (due during finals week): You will write an executive summary reflection about your growth in understanding English language proficiency/bilingual progress monitoring assessment practices for emergent bilingual learners. You will synthesize what you learned from assignment all sub-assignments by: 1) Interpreting the student's abilities and needs across languages in relation to both language and biliteracy; and 2) contrasting the information from the bilingual/formative assessments with the summative assessment results initially collected.

5. MODIFYING AN ASSESSMENT

The purpose of this assignment (10-12 minute group presentation) is to modify a grade-level content-based classroom assessment so that it includes scaffolding devices appropriate for learners at the **TELPAS Intermediate Level** of proficiency. This is a partner/small group assignment.

Format: You may select your own format for presentation as long as you address the required components and the format can be accessed by everyone in class (e.g., powerpoint; Prezi, screencast).

Summary of components: Show and describe the un-scaffolded assessment. Describe how the un-scaffolded assessment aligns with the TELPAS Performance Definitions. Share results of the un-scaffolded assessment when scored with the Science Assessments for Emergent Bilingual Learners (SAEBL) checklist. Evaluate the main take-aways using the SAEBL checklist. Share the scaffolded version of the assessment – for the TELPAS Intermediate level. Make sure that the scaffolded version provides

opportunities for students to use at least two language domains (reading, writing, speaking, or listening). End with a question or thought-provoking discussion prompt for the class to consider. The question/prompt should provide your colleagues with a way to apply or connect to readings/theories/or their own instruction.

Expectations for all formal written assignments

- Use 12 point font, 1" margins, and double spacing
- Save your assignment file with your first and last name (individual assignment), example: SandraButvilofsky_Modifying_an_Assessment.ppt.
- Use APA-style citation when you refer to course readings or other materials. See APA help on BB.

CLASS SCHEDULE (subject to change)

Week/ Class date	Topic	Readings	Assignments
1 Mar. 22	Introduction to and Issues in Assessment of Emergent Bilingual learners	<ul style="list-style-type: none"> • Read course syllabi • Mahoney (2017) Chs. 1, 2, & 9 • García & Kleifgen (2010) • Five Keys to Comprehensive Assessment (video) 	<ul style="list-style-type: none"> • Sat. Mar. 27, 11:59 pm, Weekly Reading Reflection
2 Mar. 29	Implications of High Stakes Testing on Emergent Bilinguals	<ul style="list-style-type: none"> • Mahoney (2017) Ch. 3 & 6 • Knoesterr & Assaf (2020) • MacSwan, Rolstad, & Glass (2002) • Immersion video 	<ul style="list-style-type: none"> • Sat. Apr. 3, 11:59 pm, Weekly Reading Reflection
3 Apr. 5	Selecting Appropriate Method of Assessment	<ul style="list-style-type: none"> • Mahoney (2017) Ch 4 • McMillan (1999) • Alvarez, Ananda, Walqui, Sato, & Rabinowitz (2014) 	<ul style="list-style-type: none"> • Sat. Apr. 10, 11:59 pm, Weekly Reading Reflection • Sun. Apr. 11, 11:59 pm - Assessment Critique Presentation
4 Apr. 12	Language Proficiency Assessment	<ul style="list-style-type: none"> • Mahoney (2017) Ch 5 • Rolstad, MacSwan, & Guzmán (2015) • Cavazos & Ortiz (2020) • Video: Oral Language Analysis 	<ul style="list-style-type: none"> • Mon. Apr. 12 – bring Student oral language sample to class • Sat. Apr. 17, 11:59 pm, Weekly Reading Reflection
5 Apr. 19	Assessing Content and Attending to Linguistic Complexity	<ul style="list-style-type: none"> • Lopez, Guzman-Orth, & Turkan (2019) • Fine & Furtak (2020) • Optional: Oliveiri (2019) 	<ul style="list-style-type: none"> • Bring content-based assessment to class • Sat. Apr. 24, 11:59 pm, Weekly Reading Reflection
6 Apr. 26	Assessing Reading and Writing	<ul style="list-style-type: none"> • Ascenzi-Moreno (2018) • Butvilofsky, Escamilla, Gumina, & Silva Diaz (2021) • Soltero-Gonzalez, Escamilla & Hopewell, (2012) 	<ul style="list-style-type: none"> • Bring Student reading and writing samples to class Sat. • May 1, 11:59 pm, Weekly Reading Reflection • Sun. May 2, 11:59 pm Modifying an Assessment presentation
7 May 3	Accommodations	<ul style="list-style-type: none"> • Mahoney (2017) Ch 7 & 8 • Lopez, Turkan, Guzman-Orth (2017) 	<ul style="list-style-type: none"> • Sat. May. 8, 11:59 pm, Weekly Reading Reflection
8 May 10	FINALS WEEK		<ul style="list-style-type: none"> • Mon. May 10, 11:59 pm – Case Study Final Report

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web. You may use any of the primary Web browsers—Explorer, Google Chrome, Firefox, Safari, etc. When having technical difficulties, try switching to another browser.

You will need to have or have access to a computer/laptop, printer, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe, Flashplayer, Windows Media Player, QuickTime, and Java. These are all available for via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication

Because this is an online class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held in my personal Zoom Meeting Room using this link: <https://utep-edu.zoom.us/j/8051302424> (see BlackBoard for details) during the following times:
 - Mondays: 2:30-3:30 p.m. Mountain Time
 - By appointment. If this time does not work for you, please email me and we can set up a time to meet.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and

immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Drop Policy

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

WEEKLY SYNCHRONOUS ZOOM SESSIONS - REQUIRED

This class requires that you participate in scheduled ZOOM sessions. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These sessions will be held weekly on **Mondays, starting March 22 through May 3** from **5:00 – 7:30 pm**.

Students are expected to participate in these sessions with a webcam and microphone. I respectfully ask that you **keep your camera on during these sessions**. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard.

If you are unable to attend a Collaborate/ZOOM session, please let me know as soon as possible so that accommodations can be made when appropriate.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Alternative Means of Submitting Work in Case of Technical Issues

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort. Once the issue has been resolved, upload the assignment to BlackBoard.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

Scholastic Integrity

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more: [HOOP: Student Conduct and Discipline](#).

Class Recordings

Class recordings are reserved *only* for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared with any individuals outside the class in any form. Violation of this restriction by a student will be considered academic misconduct under the UT-System's Handbook of Operating Procedures (1.2.3-Section O) and could lead to Student Disciplinary proceedings.

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Copyright Statement for Course Materials

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Student Resources

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.