



Current Topics in Bilingual/ESL Assessing Bilingual Learners

BED 5325

Fall 2022, 7 Weeks, Aug. 22 - Oct. 8

Instructor: Vanessa Espitia Mendoza, PhD

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Text: [Reminder](#), Class code [@bed5325](#)

Office hours: Monday 5:00-7:00 pm MT via zoom and by appointment

COURSE INFORMATION

BED 5325

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

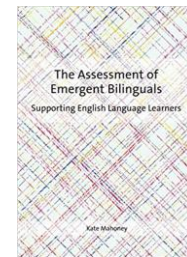
COURSE ORGANIZATION ON BLACKBOARD

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.

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REQUIRED TEXT:

- Mahoney, K. (2017). *The assessment of emergent bilingual learners: Supporting English language learners*. Multilingual Matters.

Additional Readings Found on BlackBoard:

- Alvarez, L., Ananda, S., Walqui, A., Sato, E., & Rabinowitz, S. (2014). *Focusing formative assessment on the needs of English language learners*. 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.

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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.

CLASSROOM POLICIES

Participation

All students are expected to be prepared and to be active participants and check their emails, assignments, feedback on a regular basis. Reading the material and watching the videos are essential for the course and meaningful participation. Participation in all of the assignments (blogs, journals and group presentations) is required on time. Please pay close attention to **DUE** dates for assignments. All writing must be well thought out and appropriate for each topic that is discussed. **All writing needs to be organized, clear, grammatical, and must follow APA format. Use references/citations following APA guidelines. Resource at: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html**

Students are responsible for working with their team. Team work is mandatory, and provides a forum for discussion that cannot be duplicated. All students are required to be prepared for each course assignment and maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

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.

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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.

Course Communication

Because this is an online class, we won't see each other in the ways you may be accustomed to. 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 the Zoom link on BlackBoard during the following times:
 - Mondays: 5:00-7:00 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. My email is: vespiti@mendoza@utep.edu
- **Reminder:** You can also enroll in [Reminder](#), this education platform where you can communicate with me through text messages that I receive directly in my phone. The class code is [@bed5325](#)
- **Questions Blog:** If you have a question that you believe other students may also have, please post it in the "Question Blog" found in "Have Questions?" 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

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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.

Late work

Pay close attentions to due dates. All work is expected to be submitted on time. Late work will be accepted *only* in the case of a *documented* emergency or the situation has been communicated and agreed with the instructor. 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 late 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 blogs, journals and other assignments) 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.

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](#).

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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 ones' 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](#).

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.

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GRADING SCALE: Points will be based on assignments: *Flipgrid Introduction Video, blogs, reflection journals, group work and presentations, and bilingual learners' assessment case study.* All work is required to be turned in on time. Furthermore, your classmates cannot respond to reflections and group projects if they are not posted on time.

Grade Distribution

Assignment	Points
1. Flipgrid Introduction Video	4
2. Blogs (6 at 5 points each)	30
3. Reflection Journals (5 at 5 points each)	25
4. Assessment Critique Group Presentation	10
5. Notecatcher for Assessment Critique Group Presentations	3
6. 1 Modifying an Assessment Group Presentation	10
7. Modifying an Assessment Feedback	3
8. Bilingual Learner Assessment Case Study	15
Total	100

- A 100-90
- B 89-80
- C 79-70
- D 69-60

*Rubrics for all assignments are included at the end of the syllabus and are also posted on blackboard for each assignment.

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CLASS SCHEDULE (subject to change)

WEEK	TOPIC	READINGS AND VIDEO	ASSIGNMENTS
1 Aug. 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 	<ol style="list-style-type: none"> 1. Post Flipgrid Introduction, by Tuesday, Aug. 23 by 11:30 p.m. Respond to 2 classmates by Wednesday, Aug. 24 by 11:30 p.m. 4 pts 2. Post response to Blog 1 by Fri., Aug. 26 by 11:30 pm. Respond to 2 classmates by Sat., Aug. 27 by 11:30 pm. 5 pts 3. Submit Reflection Journal 1 by Sun., Aug. 28 by 11:30 p.m. 5 pts 4. Sign up for Case Study Final Report
2 Aug. 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 	<ol style="list-style-type: none"> 1. Sign-up for Assessment Critique Group Presentations 2. Post response to Blog 2 by Fri., Sep. 2 by 11:30 pm. Respond to 2 classmates by Sat., Sep. 3 by 11:30 pm. 5 pts 3. Submit Reflection Journal 2 by Sun., Sep. 4 by 11:30 pm. 5 pts
3 Sep. 5	Selecting Appropriate Method of Assessment	<ul style="list-style-type: none"> • Mahoney (2017) Ch 4 • Alvarez, Ananda, Walqui, Sato, & Rabinowitz (2014) • McMillan (1999) • Assessment of English Learners in the New Digital Landscape Video 	<ol style="list-style-type: none"> 1. Post Blog 3 by Fri., Sep. 9 by 11:30 pm. Respond to 2 classmates by Sat., Sep. 10 by 11:30 pm. 5 pts 2. Submit Reflection Journal 3 by Sun., Sep. 11 by 11:30 pm. 5 pts

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<p>4 Sep. 12</p>	<p>Language Proficiency Assessment</p>	<ul style="list-style-type: none"> • Mahoney (2017) Ch 5 • Rolstad, MacSwan, & Guzmán (2015) • Cavazos & Ortiz (2020) • Oral Language Analysis Video 	<ol style="list-style-type: none"> 1. Post Assessment Critique Group Presentations by Tues. Sep. 13 by 11:30 p.m. 10 pts 2. Submit Notecatcher for Assessment Critique Group Presentations by Thurs, Sep. 15 by 11:30 pm. 3 pts 3. Post Blog 4 by Sat., Sep. 17 by 11:30 pm. Respond to 2 classmates by Sun., Sep. 18 by 11:30 pm. 5 pts 4. Sign-up for Modifying and Assessment Group Assignment. <p>* Recommendation: Have student oral language sample for Case Study Final Presentation.</p>
<p>5 Sep. 19</p>	<p>Assessing Content and Attending to Linguistic Complexity</p>	<ul style="list-style-type: none"> • Lopez, Guzman-Orth, & Turkan (2019) • Fine & Furtak (2020). A framework for science classroom assessment task design for emergent bilingual learners. • Fine & Furtak (2020). The SAEBL Checklist. • Oliveiri (2019) • What Reality TV Taught me About Formative Assessment Video 	<ol style="list-style-type: none"> 1. Post Blog 5 by Fri, Sep. 23 by 11:30 pm. Respond to 2 classmates by Sat., Sep. 24 by 11:30 pm. 5 pts 2. Submit Reflection Journal 4 by Sun., Sep. 25 by 11:30 pm. 5 pts <p>* Recommendation: Have content-based assessment for Case Study Final Presentation.</p>

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<p>6 Sep. 26</p>	<p>Assessing Reading and Writing</p>	<ul style="list-style-type: none"> • Ascenzi-Moreno (2018) • Butvilofsky, Escamilla, Gumina, & Silva Diaz (2021) • Soltero-Gonzalez, Escamilla & Hopewell, (2012) 	<ol style="list-style-type: none"> 1. Post Modifying an Assessment Group Assignment Tues. Sep. 27 by 11:30 pm. 10 pts 2. Respond to at least 2 groups by Thurs., Sep. 29 by 11:30 pm. 3 pts 3. Post Blog 6 by Sat., Oct. 1 by 11:30 pm. Respond to 2 classmates by Sun., Oct. 2 by 11:30 pm. 5 pts <p>* Recommendation: Have student reading and writing samples for Case Study Final Presentation.</p>
<p>7 Oct 3</p>	<p>Accommodations</p>	<ul style="list-style-type: none"> • Mahoney (2017) Ch 7 & 8 • Lopez, Turkan, Guzman-Orth (2017) 	<ol style="list-style-type: none"> 1. Submit Reflection Journal 5 by Weds., Oct. 5 by 11:30 pm. 5 pts 2. Post Bilingual Learner Assessment Case Study by Sat., Oct 8, 11:30 pm 15 pts

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DESCRIPTIONS AND RUBRICS FOR ASSIGNMENTS

Assignments for this course are assessed according to the rubrics. You can find these rubrics in the syllabus and on Blackboard.

FLIPGRID INTRODUCTION VIDEO

In your self-introduction, use a photo(s) to tell us who you are, what you do, and what you would like others to know about you. Then, address the following questions: How did you feel about assessments when you were a K-12 student? What did you notice about how students were treated in regards to testing when you were in K-12 schools? Think about your current/future classroom. How do/will you want your students to feel about assessment? Present this information in a 2-3 minute Flipgrid Video (Instructions on how to use Flipgrid are on Blackboard). *Respond to at least 2 classmates.* Enjoy the sharing!

FLIPGRID INTRODUCTION RUBRIC			
	4	3-2	1-0
Content	Presents introduction of her/himself and addresses questions on assessments.	Presents some information about her/himself and provides some information that addresses questions on assessments.	Presents no information about her/himself; does not respond to questions on assessments.
Communication	Talks in presentation and does not read. Physical presence in video. Audio and video are fine and allow audience to understand the message.	Mostly reads presentation. Limited physical presence in video. Some technical issues in audio/video that affect the understanding of the message.	Only reads presentation. No physical presence in video. There is no audio in the presentation.
Creativity	Assignment appealing and attractive. Effort and time reflected in work.	Assignment somewhat appealing. Some effort reflected in work.	Assignment not appealing. Effort not reflected in work.
Responses to classmates	Responds to 2 or more classmates	Responds to 1 classmate	Responds to no one

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BLOGS

Blogs give you an opportunity to address whole class questions and prompts. Your understanding and reflection are shared in a blog post in 250-350 words. Include the number of words at the end of the reflection. Use APA format for in-text citations, references and reference list (the reference list is not part of the word count). Then respond to at least 2 classmates.

BLOG RUBRIC			
The writing response needs to be submitted in the box provided in Blackboard. Do not attached a Word document file.			
	3	2	1-0
Word Count	Within the required 250-300-word limit.	Over/under 25 words of the 250-300-word limit.	Over/under 26 words of the 250-300-word limit.
Analysis / Interpretation	<p>Postings displays an excellent understanding and reflection of the required readings, video, and underlying concepts. Postings integrate outside resources, relevant research or specific real-life application to support important points.</p> <p>The author's perspectives/examples are used strategically to support message.</p>	<p>Postings provide some understanding and reflection of the required readings, video and underlying concepts.</p> <p>Some messages do analysis or interpretation well. Some opinion used.</p> <p>Postings integrate some outside resources, relevant research or specific real-life application to support important points.</p>	<p>Postings lack evidence of understanding or reflection.</p> <p>Messages generally show little analysis, consisting in opinion.</p> <p>Postings integrate no outside resources, relevant research or specific real-life application to support important points.</p>
Writing Skill	Sentences are clear. Correct word choice, correct spelling, correct grammar.	Writing is mostly clear. Some grammar errors.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.
APA Format (7th Ed.)	APA format citations and references.	Some APA format citations references.	No APA format.

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	No more than 10% of the posting is a direct quotation.	More than 10% of the posting is a direct quotation.	Most of the text is a direct quotation.
Participation	Responds to 2 or more classmates with significant, meaningful feedback.	Responds to one classmate; and/or not relating to what the classmate stated.	Does not respond to any classmates

REFLECTION JOURNALS

You will reflect on the readings/videos of the week. A reflection is not a summary. Rather, it is a deep consideration of the concepts you encountered in the readings and video, 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 and/or video 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 blogs, 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.

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REFLECTION JOURNAL RUBRIC			
	5-4	3-2	1-0
Analysis/ Interpretation	The reflection shows a deep consideration of the concepts encountered in the readings and video, all in relation to the week's topic. The journal demonstrates that the student has gained new understanding of the topic.	The reflection shows some consideration of the concepts encountered in the readings and video, all in relation to the week's topic. The journal demonstrates that the student has gained some new understanding of the topic. Some parts of the reflection are summaries, rather than reflection.	There is no evidence of understanding and insight. The response consists mostly of feelings, opinions and impressions.
Content	All sections, The What, So What, and Now What were well addressed.	The sections, The What, So What, and Now What, were somewhat addressed.	The sections, The What, So What, and Now What, were not addressed.
Writing Skill	Sentences are clear. Correct word choice, correct spelling, correct grammar.	Writing is mostly clear. Some grammar errors.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost.
APA Format (7th Ed.)	APA format citations and references. No more than 10% of the posting is a direct quotation.	Some APA format citations references. More than 10% of the posting is a direct quotation.	No APA format. Most of the text is a direct quotation.

ASSESSMENT CRITIQUE GROUP PRESENTATIONS

In this group assignment (6-8 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. Everyone in the group must

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participate in the work and in the presentation.

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).

ASSESSMENT CRITIQUE RUBRIC	
Description of Assessment <ul style="list-style-type: none"> • Include a brief history of its intended purpose along with the uses of the results. • Note any updates or revisions and why these came about. 	/1
Description of Administration <ul style="list-style-type: none"> • Administration procedures are described, including who administers, when, in what format, and under what conditions. • Includes any potential concerns about how it is administered, particularly for emergent bilingual learners. 	/1
Item Analysis <ul style="list-style-type: none"> • Items are examined to determine how well they match the purpose and specifications of the assessment. • Items are analyzed for clarity and accessibility of language, free from complex linguistic constructions. • Items are evaluated to see if scoring criteria meet standards for validity and fairness. • Technical quality of the directions and the format of both the assessment and the response materials are analyzed. 	/2
Technical Quality <ul style="list-style-type: none"> • Information about the reliability and validity of the assessment as a whole is shared, drawing from published technical reports, other research reports or articles discussing the reliability and validity of this assessment if possible. 	/2
Discussion <ul style="list-style-type: none"> • 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? • A thought-provoking question or discussion prompt is provided and facilitated that provides colleagues with a way to apply or connect to readings, theories, or their own instruction. 	/2

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Organization	
<ul style="list-style-type: none">• Slides are visually pleasing and well organized.• All group members participate• Presentation is clear and no longer than 8 minutes• References are provided within the presentation in APA format on a final slide	/2
Total	/10

NOTECATCHER FOR ASSESSMENT CRITIQUE GROUP PRESENTATIONS

As you watch the different Assessment Critique Group Presentations, fill in the note catcher with main points, lingering questions and feedback for peers about their presentation.

Notecatcher Rubric			
	3	2	1-0
Content	Completes all sections of the Notecatcher. The notes reflect attention, effort, and new insights.	Completes some sections of the Notecatcher. The notes reflect some attention, effort, and new insights.	The sections of the Notecatcher are very incomplete. There are no notes, or the notes do not reflect attention, effort, and new insights.
Responses	Fill in the notes for all group presentations, except their own.	Fill in the notes for most group presentations.	Is missing many notes for the group presentations.

MODIFYING AN ASSESSMENT GROUP PRESENTATION

The purpose of this assignment (6-8 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. Everyone in the group must participate in the work and in the presentation.

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).

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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.

The following criteria will be assessed in evaluating the presentation:

MODIFYING AN ASSESSMENT RUBRIC	
<p>Description of Assessment (prior to modification)</p> <ul style="list-style-type: none"> • What grade and content standards (TEKS) does it meet? • What language domains (speaking, listening, reading, writing) does it include? • PUMI (Mahoney, 2017): <ul style="list-style-type: none"> ○ What is the <i>purpose</i> of the assessment? ○ How is it <i>used</i>? ○ What are the <i>methods</i> and <i>instruments</i>? 	1 point
<p>Alignment of assignment with the <u>TELPAS Proficiency Level Descriptors</u></p> <ul style="list-style-type: none"> • For each of the domains presented in the task, identify the level of proficiency needed and explain why 	1 point
<p>Identification of any potential threats to validity and/or reliability in regards to the assessment of EB learners</p> <ul style="list-style-type: none"> • Concerns should be related to specific issues with validity (e.g. content, construct, consequential) and reliability (test-retest, inter-rater, internal consistency) or other topics we have discussed this semester. Cite course readings. 	1 point
<p>Analysis of the assessment using the SAEBL checklist</p> <ul style="list-style-type: none"> • Evaluate the main take-aways using the <u>SAEBL checklist</u>, particularly the sections on: 1) Culture and Language; 2) Task Components; 3) Clear Objectives and Scoring Criteria; and 4) Integration of Scaffolds • Suggestions for improvement are included 	1 point
<p>Two modified versions of the assessment are included for the BEGINNING and INTERMEDIATE levels of English proficiency. Make sure that each modified version provides opportunities for students to use at least two language domains (reading, writing, speaking, listening).</p> <ul style="list-style-type: none"> • The scaffolds/modifications for each version are identified, described, and a justification citing class readings is included. • The scaffolds align with <u>TELPAS Proficiency Level Descriptors</u> and/or the <u>ELPS Instructional Tool</u> for the Beginning and Intermediate levels of proficiency. 	2 points

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<ul style="list-style-type: none"> An explanation is included to describe whether the purpose and/or use of the assessment has changed. Make sure to INCLUDE the revised version of the assessment. 	
Reflection of what was learned from this assignment is included, along with implications for classroom implementation and/or advocacy activities.	2 points
Organization <ul style="list-style-type: none"> Slides are visually pleasing and well organized. All group members participate in voicing the information. Slides are explained and not read verbatim. Presentation is clear and no longer than 8 minutes Citations are provided within the presentation and a final reference slide is included using <u>APA 7th edition</u>. 	2 points
TOTAL POINTS	10 points

MODIFYING AN ASSESSMENT FEEDBACK			
	3	2-1	0
Responses	Feedback is significant and meaningful.	Feedback is not related to the message in the presentation. It is not significant or meaningful.	No feedback is provided.
Participation	Responds to 3 group presentations.	Responds to 2 or 1 group presentations	Does not respond to any presentations.

BILINGUAL LEARNER ASSESSMENT CASE STUDY

You will select an Emergent Bilingual learner (identified English language learner) identified as Intermediate or Advanced in English 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.

- Collect extant data on the student, which will include the most recent English language proficiency scores (e.g. TELPAS, Pre-LAS, etc.), STARR scores, most recent reading/writing/math 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. ***It is preferable to be able to collect data in two languages*** to provide a more holistic understanding of the students' abilities.
- Final Project (due in the last 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)

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contrasting the information from the bilingual/formative assessments with the summative assessment results initially collected.

Follow the organization of this rubric to create appropriate headings for the Executive Report/Summary. The student:

BILINGUAL LEARNER ASSESSMENT CASE STUDY RUBRIC	
Introduction	
<ol style="list-style-type: none"> 1. Identifies the student, school, district and grade 2. Describes the Instructional Context: bilingual/EL programming for at least two years, actual practice of the language allocation; description of instruction 3. Provides overview of student’s linguistic and academic abilities as measured through summative assessment information collected from school/district (e.g., TELPAS, Pre-LAS, STARR scores, Circle, etc.). 	/3
Synthesis of Findings from Formative Assessments	
<p>Interprets the student’s abilities and needs across languages (Spanish and English if applicable) in relation to language proficiency and content area assessed based upon the formative assessments given.</p> <ul style="list-style-type: none"> • Speaking via the oral interview/retell – analyzed using the English Learner Oral Narrative Scale by Cavazos & Ortiz (2020) • Description of Reading abilities- including aspects of fluency, accuracy, and comprehension • Writing via prompt/s and the Literacy Squared Biliterate Writing Rubric • Includes Appendices of: 1) Transcription/s of oral interview/retell; 2) Reading Notes; 3) Writing Samples and 4) Literacy Squared Writing Rubric Scores are included 	/6
<p>Holistic view of Bilingualism - Explains how having test results in both Spanish and English provide a broader understanding of the student’s language and academic proficiency in each domain (if applicable).</p>	
<p>Reflects upon: How did including formative assessments provide different information about the language and academic proficiency of the student than just the summative data results?</p>	
Discussion	
<p>Understanding of Assessments – Includes a discussion on how the student’s views of testing/assessment have changed with the assignment.</p>	/4
<p>What’s My Role? – Describes his/her role as the giver, user, and interpreter of assessments.</p>	

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Improving My Assessment Practices – Includes a discussion on how the student intends to improve her/his formative and assessment practices in order to support emergent bilingual learners.	
Writing Style	
Writing conventions: You adhered to the 10 page limit for the written summary (page limit does not include required appendices). Your paper follows writing conventions and is free from mechanical, grammatical and spelling errors.	/1
APA citations: You cited 5+ sources clearly and included an appropriately prepared reference list at the end of your paper using APA citation.	/1
TOTAL	/15