The University of Texas at San Antonio
Department of Bicultural Bilingual Studies

BBL 4033 Assessment, Learning and Motivation in Bicultural-Bilingual Classrooms

Note: This Syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance and is as accurate and complete as possible. We reserve the right to make any changes deemed necessary and/or appropriate. We will make our best efforts to communicate any changes in the syllabus in a timely manner. Students are responsible for being aware of these changes.

COURSE CATALOG DESCRIPTION (3.0 hours of credit):
A survey of learning and motivation theory and examination of evaluation and assessment procedures in bicultural-bilingual settings, including formal and informal assessment of language proficiency and learning for instructional purposes. The appropriate use of standardized tests with language minority populations will be included. Ten hours of directed field experience in elementary and/or middle school classrooms are required.

REQUIRED TEXTS (2):

Additional readings will be posted on WebCt, as well as some distributed in class.

TeXeS PROFESSIONAL STANDARDS:
Pedagogy and Professional Practice (EC-12) Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Teacher Knowledge: Assessment of Student Learning
The beginning teacher knows and understands:
1.25k the role of assessments in guiding instructional planning;
1.26k the importance of creating assessments that are congruent with instructional goals and objectives;
1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
1.28k the role of technology in assessing student learning;
1.29k the benefits of and strategies for promoting student self-assessment (e.g., motivational benefits to students of recognizing personal growth in academic achievement);
1.30k the connection between the Texas statewide assessment program, the TEKS through grade 4, and instruction; and
1.31k how to analyze data from local, state, and other assessment using common statistical measures (norming, reliability, validity, percentile, mean, raw score, normal curve equivalency, scale scores, etc.)

Skills
The beginning teacher is able to:
1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives, includes the use of both formal (e.g., standardized, criterion-referenced, norm tests, etc.) and informal assessment (e.g., observational instruments, rubrics, portfolio, etc.)
1.25s communicate assessment criteria and standards to students and parents;
1.26s design assessment, where appropriate, that reflect real-world applications of knowledge and understanding;
1.27s promote student use of self-monitoring and self-assessment;
1.28s analyze assessment results to aid in determining students’ strengths and needs and to explain results to parents; and
1.29s use assessment results to help plan instruction for groups of students or individuals.
Bilingual Education Standards (EC-4)

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

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

The beginning bilingual education teacher knows and understands:

4.3k Types of formal and informal literacy assessment in the primary language

The beginning bilingual education teacher is able to:

4.3s To use a variety of literacy assessments to plan and implement literacy instruction in the primary language.

5.3s assess and monitor learners’ level of proficiency in oral and written language and reading in L1 and L2 to plan appropriate literacy instruction.

6.1s Implement effective curriculum, instruction, assessment, and evaluation in all content areas in both L1 and L2.

COURSE OBJECTIVES:

- Students will practice linking theory and knowledge base of the bilingual-bicultural program to the practice of assessment for culturally and linguistically diverse populations (1.27k).
- The course will survey formal and informal assessment measures for bicultural-bilingual classrooms. No background in standardized assessment is assumed, and an overview of basic measurement and assessment in education will be included (1.27k, 1.31k).
- Students will define terminology commonly used in the interpretation of standardized test scores in parent-friendly language (1.25s). Students will practice preparing a written summary of test findings and interpretations; as well as practice communicating test results (1.29s) to education professionals, student and parents (1.28s).
- Students will review and critique current oral language and proficiency tests available. Students should understand and describe the strengths and limitations of standardized tests commonly used with students from culturally and linguistically diverse backgrounds (1.24s, 1.25k, 1.27k).
- Students will practice conducting and administering formal and informal tests (1.24s) as well as constructing criterion-referenced assessment instruments (1.26k,) for use in bilingual-bicultural classrooms. Students will analyze and interpret assessment results to aid in determining student’s strengths and needs (1.25s, 1.28s, 4.3s).

COURSE OUTLINE:

The first part of the course will familiarize students with the complex issues involved in the schooling of culturally and linguistically diverse students and the link to testing practices (current and historical). The state guidelines regarding language programming, essential elements and content area assessment for English language learners will be covered in addition to an overall view of bilingual education in Texas. The course is designed so that students interact with course material and topics, therefore, small group collaboration, discussion of reading, and in-class activities will be utilized for assignments and class sessions.

The other part of the course will provide practice in administration and interpretation of standardized tests in use within public schools with culturally and linguistically diverse populations. Basic measurement theory will be presented. Students will examine instruments used for assessing oral language and proficiency of bilingual students and second language learners. The course aims to cover a broad range of factors that affect students and teachers in bilingual and bicultural classrooms. Field based experiences serve to integrate theory and practice with class assignments, lectures and discussion.
COURSE REQUIREMENTS:

1) Criminal Background Check
   A requirement for any course with field experiences in the public schools is that every UTSA student must submit to a criminal background check. No students are allowed in a school (field placement) until this check is conducted and confirmed by the administration of the College of Education and Human Development (COEHD).

2) PROFESSIONAL CONDUCT:
   ➢ Teachers-in-training are expected to demonstrate professional conduct in class and field based placements.
   ➢ Please turn OFF cell phones, pagers, and laptops before class begins!

A) Attendance
   Attendance of scheduled classes and field-based experience are MANDATORY for the completion of this course. Attendance will be monitored each class period. It is the students’ responsibility to sign the class roster or to indicate presence as requested by instructor. In order to be considered present for the class, the student must arrive on time and remain for the entire class period.

   ☝ At the second (3) absence the student will receive a reduction in the final grade by one (1) letter grade. Each additional absence may result in a failing grade for the class (For example, a “B” may be lowered to “C” and then a “D”).
   ☝ Missing 30 minutes of a class session due to late arrival, early leave or extended break will constitute an absence at the second (2) incident. This affects your final grade in the course as well as the instructor final rating of student performance and professionalism.
   ☝ In order to limit distractions, students should refrain from exhibiting behaviors that interfere with the learning process or the learning of others. Such behaviors include having individual conversations, or leaving the classroom during lectures, class discussions, or presentations with the exception of an emergency.

B) Cell Phones, Laptop Computers, etc.
   During class time, ALL cell phones and laptops are to be turned OFF. No students are to leave the classroom to answer a call, nor are you allowed to answer a phone call in class. Students must have permission to use a laptop during class time otherwise they should remain off.
   ☝ There is NO smoking or eating allowed in class as per university policy (Handbook of Operating Procedures, Administrative Memorandum No. 5.1, 5.2).

C) Field Placement Site
   As a UTSA teacher-in-training you must demonstrate professional conduct and wear attire that is appropriate for working in educational settings. Teachers-in-training must adhere to all policies and regulations of the public school or facility serving as a field-base site. Any breach of professional ethics or conduct deemed unsuitable by the cooperating teacher in the field placement and the course instructor could result in the teacher trainee being dropped from the course or disciplinary action by the university following the policies specified in the UTSA Handbook of Operating Procedures (HOP).

3) Reading Assignments
   It is imperative that students arrive at each class having thoroughly read all of the assigned readings. Students are responsible for bringing the textbooks and other required material to class each week. Students should be prepared to ask questions and discuss the readings in class. After field experiences have begun, students should relate the content of the readings to field experiences. Students who repeatedly do not complete the reading assignments may have points deducted from the final grade.
4) Class Participation
During class sessions, students will participate in activities designed to apply, analyze, synthesize, and evaluate educational theories and assessment practices. Class activities require that students prepare, generate and participate in discussion. Students are expected to have read the chapters in order to participate in class discussion and activities.

- Each student will be responsible for leading a group discussion, activity or presenting a key concept from assigned readings each week. Students should utilize previous experience and field based observation and experiences in presenting and discussing key concepts from the readings.
- Active participation is critical to the comprehension of the issues and ideas explored throughout the semester.

5) Student Accommodations
Students must be registered with the Office of Disability Services in order to receive support services or accommodations in the classroom. Contact numbers: 1604 (210) 458-4157 or DT (210) 458-2945. If you need accommodations for a disability, please make an appointment with me at your earliest convenience.

6) Policy on Scholastic Integrity
Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (The Regent's Rules and Regulations, Part One, Chapter V1, Section 3, Subsection 3.2, subdivision 3.22). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, any incidence of will be promptly addressed as outlined in the Handbook of Operating procedures (HOP).

- Special note on plagiarism: Any breach of academic integrity will be dealt with seriously. According to Section 203 (D) of the Code of Student Conduct: "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. If you utilize any sources on the internet for assignments, please be sure to cite these appropriately.

7) Written Assignments
All written work submitted must be submitted in SPANISH, of professional quality, neatly presented, grammatically correct, with all accents, and free of spelling and punctuation errors. All written assignments must be prepared on a computer with word processing software, unless specified otherwise. Please spell check and edit your papers before submitting them for a grade. Students are allowed to complete their written assignments in Spanish only.

- Please provide a cover sheet for each assignment, which includes your name, the course name/number and the title of the assignment/topic and the CORRECT date. All assignments turned in should be stapled together with pages numbered. Full credit cannot be earned for work that does not meet these requirements. All assignments should be presented in final, edited form on or before the due date.
- All class assignments are due at the beginning of class. Assignments turned in at the end of class are considered late.
- If you are absent on the day an assignment is due, you should make arrangements to submit your assignment on time to avoid the loss of points for late submission. NO incomplete assignments will be accepted.
8) Incompletes and Make-up work

No incompletes will be given except for extreme extenuating circumstances. No makeup work will be given without special arrangement prior to the scheduled due date except for extreme extenuating circumstances.