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

BBL 5053 Assessment in Bilingual and Second Language Studies

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.

Official Course Description
Study and evaluation of means of assessing language proficiency in bilingual and English as a second language programs. Critical review of standardized tests of language proficiency, as well as alternative and informal language and assessment techniques, consideration of relationships between second language proficiency and academic achievement, and sociocultural dimensions of testing and assessment.

Course Objectives
- Identify traditions and foundations of instruments, and explore their dimensions in the assessment of English language learners and adult ESL/EFL students.
- Understand, describe, evaluate and utilize a standardized language proficiency tests
- Understand, describe, evaluate and utilize non-traditional assessment instruments and procedures and their purpose in bilingual education and English as a second language.
- Analyze issues of accountability associated with the large-scale assessment of bilingual learners.
- Understand and describe current national and state policy and research issues that impact the assessment of English language learners.
- Understand the impact of cultural factors on the assessment process of linguistically diverse students
- Describe and design authentic, performance-based assessment measures for English language learners

Textbook and Readings
- Supplemental Readings available on Web-CT.

Course Structure, Approach, and Philosophy
This course is designed to give graduate-level language and content-area teachers a deep understanding of issues related to the testing and assessment of language minority students, and
practical suggestions for using assessment in meaningful ways in language education programs for ELL, ESL, and EFL students.

The readings will provide the stimulus for in-class presentations and discussion. We learn best by doing, thus, rather than I lecture every night, course participants will present the required readings and lead the class in discussion and through appropriate hands-on activities. I will provide commentary and clarification where needed, and will also present material regularly. This course also focuses on the completion of meaningful projects. You will read and write throughout the course, and reflect on the readings, class presentations, and assignments. Your mastery of course content will be demonstrated through a portfolio consisting of your presentations and projects.

Technology
Technology in education in general, and in the field of language education in particular, is growing in importance, thus it is imperative that teachers learn to use it effectively. All projects and assignments completed outside of class must be completed using a word processor, and checked for spelling and grammatical accuracy. Students should save all work on a computer disk and make back-ups. Students must log into and use WEB-CT to complete this course. E-mail will be used to communicate with the instructor and other class members. Some projects may require the use of the internet for research, and the use of multimedia software.

Web-CT Course Site
A Web-CT Course Site has been established for this course. Please let me know if you have any difficulty accessing the site. It contains a copy of this syllabus, project guidelines, readings which are not in your textbooks, general course information, external links, and our course Discussion Board (see below). Students may also check their attendance and progress under “My Grades.” Also, important announcements, updates, and new documents may be posted there during the course, so be sure to check it regularly. Students are also encouraged to post their own presentations on Web-CT so others in the class will have access to them. A Student Café will also be set up for students to share additional information with each other.

Attendance
Regular attendance and participation is required. You are responsible for making sure you sign the attendance sheet each week. Each absence will result in a 2-point deduction from your attendance grade. Students may make-up no more than 2 absences. (Exceptions may be made by the instructor in extenuating circumstances). A proportionate penalty for excessive unexcused tardiness or partial attendance may be also assessed. See below for make-up procedures.

If you are going to be absent on the day of one of your scheduled presentations, it is imperative that you let me know prior to class so that adjustments to the course schedule may be made. A full letter-grade reduction will be given if you do not notify me by 12:00 noon that you will be unable to present at your scheduled time.

Make-up Procedure
You may make up an absence by doing all of the following: (a) complete the Discussion Board posting and responses, (b) review the PowerPoints or other handouts posted on Web-CT from
each of the student presentations on the day of absence, (c) read, then write a 1-page summary
and response for the optional readings (if any) presented on day of absence, (d), review any
PowerPoints or written materials utilized in the instructor’s presentations, if any, and write a 1-
page response.

Alternative: See instructor for make-up procedures for non-typical class sessions.

Make-ups should be completed and turned into the instructor no later than two weeks following
the absence.

Assignments and Projects

Assessment Quick Shares
An assessment quick share is an activity, project, game, idea, etc… that can be used in the
classroom to quickly assess an ELL/ESL/EFL student, which you will share with the class. Each
night, 2 to 3 students will present a quick share at the beginning of class. Provide a handout (or
upload it to WEB-CT), bring a sample if applicable, and explain to the class how to do the
activity and how it can be used for assessment purposes (1 to 5 minutes). (5 points max)

Read
You are expected to read all the required readings before they are presented and discussed in
class. You are also strongly encouraged to read the optional readings (which are also very
interesting). Given the amount of reading, I strongly recommend you set a specific time each
week to focus on the readings for this class. You will not only read, but also react to each of the
required readings on the WEB-CT Discussion Board (see below).

Discussion Board (WEB-CT)
An online Discussion Board has been set up on our course WEB-CT site. Prompts related to each
set of required readings will be posted. You will respond to the prompt by posting an answer to
the question. In addition, you will also respond to at least one other students’ answer. These
prompts are designed to (a) help you keep up with the required readings, (b) help you reflect on
your own learning, understanding, practice and experiences, (c) provide a resource for you to
prepare for your comprehensive examinations, thesis research, or future study and research, and
(d) create greater opportunities to interact with and learn from your peers. There are no length
requirements, but each reflection should sufficiently answer the question and should include one
or more examples of personal experience.

Before posting your answer to a prompt, you must read the set of required readings first!
Responses to prompts and your peers are due before class on the day each set of readings is
presented. Due dates are clearly indicated on syllabus.

There are a total of 12 prompts, however, you may skip one prompt of your choosing. In other
words, you are only required to complete 11 of the 12 prompts. One suggestion is to skip the
prompt on the week of your reading presentation, as this will give you more time to work on
your presentation, however you may skip any prompt you choose.
Each prompt is worth 1 point, and your response to one (or more) other student’s posting is worth 1 point (Total of 2 points max). A penalty of -.5 points will be assessed for late postings and for late responses to other students. Points may also be deducted for answers which do not adequately address each part of the question, and/or which provide evidence that the student did not actually do any reading upon which to reflect. (Total = 22 points max; and extra credit of 2 points if post answers and responses to all 12 prompts).

In responding to your peers, you are expected to maintain a high level of professionalism. It is fine to disagree and discuss alternative views, but “flaming” or other inappropriate posts will not be tolerated, and will dealt with in the same manner as covered in “Civility in the Classroom” above.

You will turn in your postings and responses to other students as part of your portfolio. Therefore, you should print a copy of each of your postings and responses. You are also encouraged to save the entire response strands as a resource for preparing for comps.

**Reading Presentation**

Each student will present and lead the discussion on one of the course readings (required or optional). Presenters should quickly summarize the major points and spend the majority of the time leading the class through a discussion of the reading. Presenters are strongly encouraged to include hands-on activities which are clearly connected to the reading and help clarify or deepen understanding of the author’s main points.

*Do not read to us or lecture the entire time.* With a group of graduate students and experienced educators, it is much more meaningful to engage the class in discussion and meaningful activities. Points will be deducted if presenter fails to allow for adequate discussion or appropriate activities.

Presenters must provide the instructor and each class member with a handout which summarizes the reading. This could be a copy of the PowerPoint presentation (if PowerPoint is used), a written summary, or an outline of the reading, which covers the main points. If you do not wish to provide hardcopies in class, you must upload your presentation to WEB-CT prior to class (you still must provide one hard-copy for the instructor in order to receive a grade). You will have between 30 to 35 minutes for your presentation. Please plan the timing of your presentation carefully. Points may be deducted for presentations which are too short, or which go over the allotted time.

How you present your reading is up to you. You are welcome (but not required) to use PowerPoint or incorporate other multimedia into your presentation. If you need any special audiovisual equipment which is not already available in our classroom, please let me know at least one week in advance.

Please arrive a few minutes early on the day of your presentation in order to load your presentation and test it on the class computer. Be sure to have a back-up plan in case your disk or memory stick does not work (e.g., e-mail a copy of the presentation to yourself, have a hardcopy printout of the slides, etc.)
**Reading Presentation Evaluation**

Reading Presentations are worth a maximum of 10 points. Your presentations and handouts will be evaluated using the rubric below.

<table>
<thead>
<tr>
<th>10</th>
<th>7</th>
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| ❖ Student is fully prepared for presentation  
❖ Student demonstrates mastery of content  
❖ Student arrives on-time for presentation  
❖ Mode(s) of presentation are appropriate and effective in deepening understanding of the content.  
❖ Excellent balance of presentation, discussion and/or hands-out activity  
❖ Presentation is completed within the amount of allotted time (not too short or too long)  
❖ Handout provides a comprehensive summary of the reading and demonstrates mastery of the content. | ❖ Student is prepared for presentation  
❖ Student demonstrates understanding of content  
❖ Student arrives a few minutes late for presentation.  
❖ Mode(s) of presentation are adequate for conveying content.  
❖ Some balance of presentation, discussion and/or hands-out activity  
❖ Presentation is slightly too long or too short.  
❖ Handout provides an adequate summary of the reading and demonstrates understanding of the content. |

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<tr>
<th>3</th>
<th>0</th>
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</table>
| ❖ Student is only partially prepared for presentation  
❖ Student demonstrates partial understanding of content.  
❖ Student is several minutes late for presentation.  
❖ Mode(s) of presentation only partially conveys content  
❖ Improper balance of presentation, discussion and/or hands-out activity  
❖ Presentation is much too short or too long.  
❖ Handout provides only a basic summary of the reading and demonstrates only some understanding (or misunderstanding) of the content. | ❖ Student is not prepared for the presentation and/or fails to present on assigned day.  
❖ Student demonstrates little to no understanding of content.  
❖ Student arrives too late to give presentation.  
❖ Mode(s) of presentation fails to convey chapter content.  
❖ No handout, or handout is unrelated and demonstrates little to no understanding of the content. |

**Language Test Evaluation**

You will evaluate a standardized language proficiency test in use in your school or program, or from the library’s test collection. Detailed guidelines will be provided in class, but essentially you will evaluate the test using the criteria in Chapter 4 of Cohen for evaluating assessment instruments (see pp. 105-110; see also Chapter 2, pp. 43-44). Your review should provide details about the test, including its intended audience and use, and technical information related to reliability and validity.

This assignment is worth a total of 15 points. A 5 point deduction will be given to late papers (no exceptions except in extenuating circumstances discussed with the instructor prior to the due date).
Assessment Case Study of an ELL/ESL/EFL Student

Your final and culminating project for this class will be an assessment case study of an individual student. Select an English Language Learner (ELL), English as a Second Language (ESL), or English as a Foreign Language (EFL) student to work with throughout this course. This student may be a student in your own classroom or ESL program, a friend who is a current ELL or adult ESL/EFL student, or a student in one of your colleague’s classrooms or programs.

You will meet with and conduct different kinds of assessments with the student, including the WMLS-R and at least one other alternative assessment each for (1) listening, (2) speaking, (3) reading, and (4) writing. K-12 teachers working with ELL students should use (at a minimum) the official assessments and procedures of the State’s TELPAS system as their alternative assessments.

Detailed guidelines will be provided in class and on Web-CT, but in general, this case study will entail a detailed report of the administration and results of these assessment instruments, the implications of the results for instruction, and a critical evaluation of the testing instruments themselves.

Case study papers should be between 10 to 15 double-spaced pages (excluding title page, references, and appendices), and include a minimum of 5 references, with at least 2 references from outside of our course readings, drawn from academic journals (see recommended list on Web-CT) or books on L2 Assessment.

On the last day of class (the “final exam” day) students will be given 5 to 10 minutes for an oral presentation of their findings.

This assignment is worth a maximum of 20 points (15 for written assignment and 5 for oral presentation). Specific evaluation rubrics will be provided on Web-CT. Only hard copies will be accepted. A deduction of 5 points will be given for papers which are not turned in on the final day of class. (No exceptions!)

Portfolio:
The end product of this course will be a portfolio containing the course projects and assignments described above. Together these items will demonstrate your understanding and application of assessment of linguistically diverse students. Your portfolio will also be a valuable tool for preparing for Comprehensive Exams at the end of your program. Portfolio contents, and the rubric used to grade the portfolio are listed below.

Portfolio Contents
- Assessment Quick Share
- Reading Discussion Leading Handout
- Language Test Evaluation
- Assessment Case Study of ELL/ESL/EFL Student*
- Discussion Board Postings and Responses

In addition, the portfolio must:
☐ Be neatly hole punched and secured within a paper-based portfolio cover
☐ Include a table of contents
☐ Include section labels
☐ Have contents in the order listed above

Portfolios are due on the last class meeting before the final. Portfolios will be returned on the day of the final. *You do not have to include the Case Study as it is not due until the last day of class. However, if you do have it completed, please include it. Otherwise, leave a space (tab) in the portfolio to add it.

**Portfolio Scoring Rubric**

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<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>10</td>
<td>All required items included&lt;br&gt;Each item is complete&lt;br&gt;Neatly organized in a professional manner (Table of contents, section labels, in order of list above, hole punched and secured in portfolio)&lt;br&gt;Clearly demonstrates mastery of Course Competencies</td>
</tr>
<tr>
<td>7</td>
<td>Some items may be missing&lt;br&gt;Some items may be incomplete&lt;br&gt;Some organization in less professional manner (Lacks table of contents and/or section labels, is not hole punched and secured, and/or is out of order)&lt;br&gt;Demonstrates understanding of Course Competencies</td>
</tr>
<tr>
<td>3</td>
<td>Several missing items&lt;br&gt;Several items are incomplete&lt;br&gt;Little to no organization&lt;br&gt;Demonstrates some understanding of Course Competencies</td>
</tr>
<tr>
<td>0</td>
<td>No portfolio&lt;br&gt;Or&lt;br&gt;Nearly all items are missing or incomplete&lt;br&gt;Demonstrates little to no understanding of Course Competencies</td>
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**Evaluation Methods and Deadlines**

All assignments and their due dates are clearly indicated on the class schedule (see below). Detailed guidelines for each assignment are included on this syllabus, will be distributed in class, or will be posted on Web-CT. Partial credit will be given for late work. However, arrangements may be made in extenuating circumstances if you let me know in advance if you are unable to complete an assignment by the due date.

Incompletes are rarely given, and will only be considered in very extenuating circumstances which must be discussed and approved by the instructor prior to the last day of class. University policy states that incompletes may only be given in cases where students attended class at least ¾ of the term and have completed sufficient work.

**Grading System**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance (10 points)</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Participation (8 points)</td>
<td></td>
<td>B</td>
</tr>
<tr>
<td>Projects &amp; Presentations</td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>* Assessment Quick Share (5 points)</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>* Reading Presentation (10 points)</td>
<td></td>
<td></td>
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<tr>
<td>* Language Test Evaluation (15 points)</td>
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<tr>
<td>* Assessment Case Study of an ELL/ESL/EFL Student (20 points)</td>
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<tr>
<td>* Discussion Board Postings and Responses (22 points)</td>
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<tr>
<td>Portfolio (10 Points)</td>
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Typical Class Session Schedule
5:30 – 5:45 Quick Shares and Announcements
5:45 – 6:20 Presentation #1
6:20 – 6:55 Presentation #2
6:55 – 7:10 Break
7:10 – 7:45 Presentation #3 or Instructor presentation
7:45 – 8:15 Instructor Presentation, Final discussion, and/or review of upcoming assignments